



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

### **Usage guidelines**

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

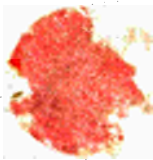
We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

### **About Google Book Search**

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

Acct  
58,28,598



**HARVARD COLLEGE  
LIBRARY**



**GIFT OF THE  
GRADUATE SCHOOL  
OF EDUCATION**



3 2044 097 058 481



ALGER'S MURRAY.  
*English Grammar—Improved Stereotype Edition.*

---

ABRIDGMENT  
OF  
MURRAY'S ENGLISH GRAMMAR,  
WITH AN  
APPENDIX,

CONTAINING  
EXERCISES IN ORTHOGRAPHY, IN PARSING, IN SYNTAX,  
AND IN PUNCTUATION.

DESIGNED FOR  
*THE YOUNGER CLASSES OF LEARNERS.*

—•—  
BY LINDLEY MURRAY.  
—•—

TO WHICH QUESTIONS ARE ADDED—PUNCTUATION AND THE  
NOTES UNDER RULES IN SYNTAX, SUPPLIED FROM THE  
AUTHOR'S LARGE GRAMMAR:—BEING

HIS OWN ABRIDGMENT ENTIRE;

REVISED, PREPARED, AND ADAPTED TO THE USE OF THE  
“**ENGLISH EXERCISES.**”

—••••—  
BY ISRAEL ALGER, JUN. A. M.  
—••••—

**Boston:**

PUBLISHED BY LINCOLN & EDMANDS,

NO. 59, WASHINGTON STREET.

SOLD BY BOOKSELLERS GENERALLY.

—  
STEREOTYPED BY S. WALKER & Co.

—  
1828.

Edue T. 758; 2 0 1898  
✓

DISTRICT OF MASSACHUSETTS, TO WIT:

District Clerk's Office.

Be it remembered, that on the twenty-fourth day of March, A. D. 1824, in the forty-eighth year of the independence of the United States of America, *Israel Alger, Jun., Ensign Lincoln, & Thomas Edmonds, Jun.*, of the said District, have deposited in this office the title of a book, the right whereof they claim as Proprietors, in the words following, *to wit* :—

"*Alger's Murray. English Grammar—Improved Stereotype Edition. Abridgment of Murray's English Grammar, with an Appendix, containing Exercises in Orthography, in Parsing, in Syntax, and in Punctuation. Designed for the younger classes of learners. By LINDLEY MURRAY. To which Questions are added—Punctuation and the Notes under rules in Syntax, supplied from the author's large Grammar :—being his own abridgment entire; revised, prepared, and adapted to the use of the 'English Exercises.' By ISRAEL ALGER, JUN. A. M.*"

In conformity to the Act of the Congress of the United States, entitled, An Act for the encouragement of learning, by securing the copies of maps, charts, and books, to the authors and proprietors of such copies, during the times therein mentioned ;" and also to an Act entitled, "An Act supplementary to an Act, entitled, An Act for the encouragement of learning, by securing the copies of maps, charts, and books, to the authors and proprietors of such copies during the times therein mentioned ;. and extending the benefits thereof to the arts of designing, engraving, and etching historical, and other prints."

JNO. W. DAVIS, { Clerk of the District of  
Massachusetts.



*Extract from the Records of the School Committee of Boston.*

"At a meeting of the School Committee, held at the Mayor and Aldermen's Rooms, May 5th, 1824, it was Voted, That Alger's Abridgment of Murray's Grammar, Boston Stereotyped Edition, be introduced into the public Reading and Grammar Schools of this city.

*John Pierpont, Secretary."*

*Boston, 15th June, 1824.*

HARVARD COLLEGE LIBRARY

GIFT OF THE

GRADUATE SCHOOL OF EDUCATION

Mar 12, 1929

## Introduction.



THE Compiler of "English Grammar, adapted to the different Classes of Learners," having been frequently solicited to publish an Abridgment of that work, for the use of children commencing their grammatical studies, he hopes that the epitome which he now offers to the publick, will be found useful and satisfactory.

HIS chief view in presenting the book in this form, is, to preserve the larger work from being torn and defaced by the younger scholars, in their first study of the general outline which it prescribes ; and, consequently, to render their application to each part both new and inviting. If a small volume is better adapted to the taste of children than a large one ; and more readily engages their attention, from the apparent shortness of the road they have to travel, the Abridgment will thence derive additional recommendations. To give these arguments the greatest weight, the book is neatly bound, and printed with a fair letter, and on good paper.

A SLIGHT inspection of the manner in which the work is executed, will show that it is not intended to supply the place, or supersede the use, of the original Grammar. If, however, the teachers of such children as can devote but a small part of their time to this study, should think proper to make use of it, they will not, it is imagined, find it more defective than abridgments commonly are. It exhibits a general scheme of the subjects of

**Grammar;** and contains definitions and rules, which the Compiler has endeavoured to render as exact, concise, and intelligible, as the nature of the subject would admit.

THE tutors who may adopt this abridgment, merely as an introduction to the larger Grammar, will perceive in it a material advantage, which other short works do not possess; namely, that the progress of their pupils will be accelerated, and the pleasure of study increased, when they find themselves advanced to a grammar, which exactly pursues the plan of the book they have studied; and which does not perplex them with new definitions, and discordant views of the subject. The scholars also, who, in other seminaries, may be confined to this epitome, will be more readily invited afterwards to pursue the study of Grammar, when they perceive, from the intimate connexion of the books, the facility with which they may improve themselves in the art.

It may justly be doubted, whether there is any ground for objection to the following compilation, on account of the additional cost it will occasion. The preservation of the larger Grammar, by using the Abridgment, may, in most instances, make amends for the charge of the latter. But were this not the case, it is hoped the period has passed away, in which the important business of education was, too often, regulated or influenced by a parsimonious economy.

THE Compiler presumes that no objection can properly be made to the phraseology, from an idea that, in books of this kind, the language should be



brought down to the level of what is familiar to children. It is indeed indispensable, that our words and phrases should, without requiring much attention and explanation, be intelligible to young persons; but it will scarcely be controverted, that it is better to lead them forward, and improve their language, by proper examples, than to exhibit such as will confirm them in a feeble and puerile mode of expression. Children have language, as well as other things, to learn and cultivate; and if good models are set before them, instruction and diligence will soon make them understood, and habit will render them familiar and pleasing. Perhaps there is no method by which this advantage may, in general, be more readily and effectually produced, than by accustoming children to commit to memory, sentences in which the words are properly chosen, and the construction and arrangement correct. This was one object which the Compiler had in view, when he composed the Grammar of which this is an epitome; and he hopes that he has not altogether failed in his endeavours to attain it.—But on this point, or on any other part of the work, it belongs not to him to determine: the whole must be referred to the decision of the impartial and judicious reader.

*Holdgate, near York, 1797.*

## ADVER'TISEMENT.

THE sixth and eleventh editions of this work have been much enlarged and improved. Exercises adapted to the rules have, in many instances, been copiously supplied. In particular, the exercises in parsing have not only been very considerably augmented; they have also been moulded into a new form and arrangement, which the author hopes will facilitate to young persons the acquisition of this fundamental part of grammatical knowledge.

An Abridgment must necessarily be concise, and it will, in some points, be obscure. Those teachers, therefore, who do not make use of the author's larger Grammar, in their schools, will find an advantage by consulting it themselves. Many of the rules and positions are, in that work, supported and illustrated by particular disquisitions; and the connexion of the whole system is clearly exhibited. The sixteenth edition of the duodecimo Grammar has, in these respects, received considerable improvements. The Grammar and Exercises, in two volumes octavo, may be consulted with still greater advantage.

Holdgate, near York, 1803.

---

## ADVER'TISEMENT

### TO THE BOSTON SECOND STEREOTYPE EDITION.

THE principal object of this edition of Grammar, has been to supply some of the defects, which have been experienced in the use of *Mr. Murray's* Abridgment, and so to enlarge it, that it may the more effectually assist the pupil in parsing and in the correction of the English Exercises.—All that is important, in the large Grammar, concerning Syntax and Punctuation, has been carefully condensed within the compass of this volume.

Care has also been taken to preserve the "Abridgment" entire, and not to violate nor distort, in the enlargement, any principle of the author, but to give his own rules and principles, as nearly in his own language, as the nature of the work would admit.

The list of Questions, it is believed, will give value to the book, and prove a useful incitement to application and correctness in the pupil. It is also believed, that this book will be found not only more convenient for use than a larger one; but, likewise, sufficiently copious to answer the purpose of teachers and pupils generally, and thereby prevent the necessity and expense of another book. Persons desirous of obtaining an extensive and critical knowledge of grammar, it is not expected, will content themselves simply with the use of a compendium.

Boston, Jan. 1824.

---

### N. B. TO THE SECOND EDITION.

As the plates of the first edition of this work were destroyed by fire, a second has been prepared with additions, and other improvements, interspersed through the book, which, it is believed, will render it much more useful and valuable than were former impressions. The Rules, Appendages, and Notes, in this Grammar, are numbered to correspond to the English Teacher, and the "Boston Stereotype Edition of Murray's Exercises" prepared by the

EDITOR.

# ENGLISH GRAMMAR.

---

ENGLISH GRAMMAR is the art of speaking and writing the English language with propriety.

It is divided into four parts, viz. ORTHOGRAPHY, ETYMOLOGY, SYNTAX, and PROSODY.

---

## ORTHOGRAPHY.

### LETTERS

Orthography teaches the nature and powers of letters, and the just method of spelling words.

A letter is the first principle, or least part, of a word.

The letters of the English language, called the English Alphabet, are twenty-six in number.

These letters are the representatives of certain articulate sounds, the elements of the language. An articulate sound, is the sound of the human voice, formed by the organs of speech.

Letters are divided into vowels and consonants.

A vowel is an articulate sound, that can be perfectly uttered by itself; as, *a, e, o*; which are formed without the help of any other sound.

A consonant is an articulate sound, which cannot be perfectly uttered without the help of a vowel; as, *b, d, f, l*; which require vowels to express them fully.

The vowels are *a, e, i, o, u*, and sometimes *w* and *y*.

The following is a list of the Roman and Italick Characters.

| ROMAN. |        | ITALICK. |        | NAME.    |
|--------|--------|----------|--------|----------|
| Cap.   | Small. | Cap.     | Small. |          |
| A      | a      | A        | a      | ai       |
| B      | b      | B        | b      | bee      |
| C      | c      | C        | c      | see      |
| D      | d      | D        | d      | dee      |
| E      | e      | E        | e      | ee       |
| F      | f      | F        | f      | ef       |
| G      | g      | G        | g      | jee      |
| H      | h      | H        | h      | aitch    |
| I      | i      | I        | i      | i or eye |
| J      | j      | J        | j      | jay      |
| K      | k      | K        | k      | kay      |
| L      | l      | L        | l      | el       |
| M      | m      | M        | m      | em       |
| N      | n      | N        | n      | en       |
| O      | o      | O        | o      | o        |
| P      | p      | P        | p      | pee      |
| Q      | q      | Q        | q      | cue      |
| R      | r      | R        | r      | ar       |
| S      | s      | S        | s      | ess      |
| T      | t      | T        | t      | tee      |
| U      | u      | U        | u      | u or you |
| V      | v      | V        | v      | vee      |
| W      | w      | W        | w      | double u |
| X      | x      | X        | x      | eks      |
| Y      | y      | Y        | y      | wy       |
| Z      | z      | Z        | z      | zed      |

*W* and *y* are consonants when they begin a word or syllable; but in every other situation they are vowels.

Consonants are divided into mutes and semi-vowels.

The mutes cannot be sounded *at all* without the aid of a vowel. They are *b, p, t, d, k,* and *c* and *g* hard.

The semi-vowels have an imperfect sound of themselves. They are *f, l, m, n, r, v, s, z, x,* and *c* and *g* soft.

Four of the semi-vowels, namely, *l, m, n, r,* are also distinguished by the name of *liquids*, from their readily uniting with other consonants, and flowing as it were into their sounds.

A diphthong is the union of two vowels, pronounced by a single impulse of the voice; as, *ea* in *beat*, *ou* in *sound*.

A triphthong is the union of three vowels, pronounced in like manner; as, *eau* in *beau*, *iew* in *view*.

A proper diphthong is that in which both the vowels are sounded; as, *oi* in *voice*, *ou* in *ounce*.

An improper diphthong has but one of the vowels sounded; as, *ea* in *eagle*, *oa* in *boat*.

#### SYLLABLES.

A syllable is a sound either simple or compounded, pronounced by a single impulse of the voice, and constituting a word, or part of a word; as, *a, an, ant*.

Spelling is the art of rightly dividing words into their syllables; or of expressing a word by its proper letters.\*

#### WORDS.

Words are articulate sounds, used by common consent, as signs of our ideas.

\* Dr. Johnson's Dictionary is considered the best standard of English Orthography.

A word of one syllable is termed a **monosyllable**, a word of two syllables, a **dissyllable**; a word of three syllables, a **trisyllable**; and a word of four or more syllables, a **polysyllable**.

All words are either primitive or derivative.

A primitive word is that which cannot be reduced to any simpler word in the language; as, **man**, **good**, **content**.

A derivative word is that which may be reduced to another word in *English* of greater simplicity; as, **manful**, **goodness**, **contentment**, **Yorkshire**.

## ETYMOLOGY.

THE second part of Grammar is **Etymology**; which treats of the different sorts of words, their various modifications, and their derivation.

There are in English nine sorts of words, or, as they are commonly called, **PARTS OF SPEECH**; namely, the **ARTICLE**, the **SUBSTANTIVE** or **NOUN**, the **ADJECTIVE**, the **PRONOUN**, the **VERB**, the **ADVERB**, the **PREPOSITION**, the **CONJUNCTION**, and the **INTERJECTION**.

1. An **Article** is a word prefixed to substantives, to point them out, and to show how far their signification extends; as, *a garden*, *an eagle*, *the woman*.

2. A **substantive** or **noun** is the name of any thing that exists, or of which we have any notion; as, *London*, *man*, *virtue*.

A substantive may, in general, be distinguished by its taking an article before it, or by its making sense of itself; as, *a book*, *the sun*, *an apple*; *temperance*, *industry*, *chastity*.

3. An **Adjective** is a word added to a substantive, to express its quality; as an *industrious man*, a *virtuous woman*.

An adjective may be known by its making sense with the addition of the word *thing*; as, *a good thing*, *a bad thing*; or of any particular substantive; as, *a sweet apple*, *a pleasant prospect*.

4. A Pronoun is a word used instead of a noun, to avoid the too frequent repetition of the same word; as, "The man is happy; *he* is benevolent; *he* is useful."

5. A Verb is a word which signifies to BE, to DO, or to SUFFER; as, "I *am*, I *rule*, I *am ruled*."

A Verb may generally be distinguished by its making sense with any of the personal pronouns, or the word *to*, before it; as, I *walk*, he *plays*, they *write*; or, to *walk*, to *play*, to *write*.

6. An Adverb is a part of speech joined to a verb, an adjective, and sometimes to another adverb, to express some quality or circumstance respecting it; as, he reads *well*; a *truly* good man; he writes *very correctly*.

An adverb may be generally known, by its answering to the question. How? How much? When? or Where? as, in the phrase "He reads *correctly*," the answer to the question, How does he read? is, *correctly*.

7. Prepositions serve to connect words with one another, and to show the relation between them; as, "He went *from* London *to* York;" "she is *above* disguise;" "they are supported *by* industry."

A preposition may be known by its admitting after it a personal pronoun in the objective case; as, *with*, *for*, *to*, &c. will allow the objective case after them; with *him*, for *her*, to *them*, &c.

8. A Conjunction is a part of speech that is chiefly used to connect sentences; so as, out of two or more sentences, to make but one; it sometimes connects only words; as, "Thou *and* he are happy, *because* you are good." "Two *and* three are five."

9. Interjections are words thrown in between the parts of a sentence, to express the passions or emotions of the speaker; as, "O virtue! how amiable thou art!"

## ARTICLE.

An Article is a word prefixed to substantives, to point them out, and to show how far their signifi-

cation extends; as, *a* garden, *an* eagle, *the* woman

In English there are but two articles, *a* and *the*: *a* becomes *an* before a vowel, and before a silent *h*; as, *an* acorn, *an* hour. But if the *h* be sounded, the *a* only is to be used; as, *a* hand, *a* heart, *a* highway.

*A* or *an* is styled the indefinite article: it is used in a vague sense to point out one single thing of the kind, in other respects, determinate or indeterminate; as, \* "Solomon built *a* temple in Jerusalem." "The Lord God planted *a* garden eastward in Eden." "Give me *a* book;" "Bring me *an* apple."

*The* is called the definite article; because it ascertains what particular thing or things are meant; as, "Give me *the* book;" "Bring me *the* apples;" meaning some book, or apples, referred to.

A substantive, without any article to limit it, is generally taken in its widest sense; as, "A candid temper is proper for man;" that is, for all mankind.

#### SUBSTANTIVE.

A Substantive or noun is the name of any thing that exists, or of which we have any notion; as, *London*, *man*, *virtue*.

Substantives are either proper or common.

Proper names or substantives, are the names appropriated to individuals; as, *George*, *London*, *Thames*.

\* The definitive *an* or *a*, being merely *one*, in its *English* orthography, and precisely synonymous with it, limits a common name to an individual of the species. Its sole use is to express *unity*, and with respect to number, it is the most definite word imaginable; as, *an* ounce, *a* church, *a* ship, that is, *one* ounce, *one* ship, *one* church. It is used before a name which is indefinite, or applicable to any one of a species; as,

"He bore him in the thickest troop,  
As doth *a* lion in *a* herd of neat."

Here *a* limits the sense of the word *lion*, and that of *herd* to *one*; but does not specify the particular *one*;—"As *any* lion does, or would do in *any* herd."  
*Borrowed.*



Common names or substantives, stand for kinds containing many sorts, or for sorts containing many individuals under them; as, animal, man, tree, &c.

When proper names have an article annexed to them, they are used as common names; as, "He is *the* Cicero of his age; he is reading the lives of *the* Twelve *Cæsars*."

Common names may also be used to signify individuals, by the addition of articles or pronouns; as, "*The* boy is studious; *that* girl is discreet."

Nouns may also be divided into the following classes: *Collective* nouns, or nouns of multitude; as, "the people, the parliament, the army."

*Abstract* nouns, or the names of qualities abstracted from their substances; as, "knowledge, goodness, whiteness." *Verbal* or *participial* nouns; as, "beginning, reading, writing."

To substantives belong gender, number, and case; and they are all of the third person, when spoken of, and of the second, when spoken to; as, "Blessings attend us on every side: Be grateful, children of men!" that is, "ye children of men."\*

#### GENDER.

Gender is the distinction of nouns, with regard to sex. There are three genders, the Masculine, the Feminine, and the Neuter.

The masculine gender denotes animals of the male kind; as, a man, a horse, a bull.

The feminine gender signifies animals of the female kind; as, a woman, a duck, a hen.

The neuter gender denotes objects which are neither males nor females; as, a field, a house, a garden.

\* As soon as the learner has committed to memory the definitions of the article and substantive, he should be employed in parsing these parts of speech, as they are arranged in the correspondent Exercises, in the Appendix. The learner should proceed in this manner, through all the definitions and rules, regularly turning to, and parsing, the exercises of one definition or rule, before he proceeds to another. In the same order, he should be taught to correct the erroneous examples in the Exercises. For further directions, respecting the mode of using the Exercises, see "English Exercises," "Boston Improved Stereotype Edition," page, 7...9.

Some substantives naturally neuter, are, by a Figure of Speech,\* converted into the masculine or feminine gender; as, when we say of the sun, *he* is setting, and of a ship, *she* sails well, &c.

The English language has three methods of distinguishing the sex, viz.

1. By different words; as,

| <i>Male.</i>             | <i>Female.</i> | <i>Male.</i> | <i>Female.</i>             |
|--------------------------|----------------|--------------|----------------------------|
| Bachelor.                | Maid.          | Husband.     | Wife.                      |
| Boar.                    | Sow.           | King.        | Queen.                     |
| Boy.                     | Girl.          | Lad.         | Lass.                      |
| Brother.                 | Sister.        | Lord.        | Lady.                      |
| Buck.                    | Doe.           | Man.         | Woman.                     |
| Bull.                    | Cow.           | Master.      | Mistress.                  |
| Bullock or }<br>Steer. } | Heifer.        | Milter.      | Spawner.                   |
| Cock.                    | Hen.           | Nephew.      | Niece.                     |
| Dog.                     | Bitch.         | Ram.         | Ewe.                       |
| Drake.                   | Duck.          | Singer.      | { Songstress or<br>Singer. |
| Earl.                    | Countess.      | Sloven.      | Slut.                      |
| Father.                  | Mother.        | Son.         | Daughter.                  |
| Friar.                   | Nun.           | Stag.        | Hind.                      |
| Gander.                  | Goose.         | Uncle.       | Aunt.                      |
| Hart.                    | Roe.           | Wizard.      | Witch.                     |
| Horse.                   | Mare.          |              |                            |

2. By a difference of termination; as,

|                |                 |            |              |
|----------------|-----------------|------------|--------------|
| Abbot.         | Abbess.         | Enchanter. | Enchantress. |
| Actor.         | Actress.        | Executor.  | Executrix.   |
| Administrator. | Administratrix. | Governor.  | Governess.   |
| Adulterer.     | Adulteress.     | Heir.      | Heiress.     |
| Ambassador.    | Ambadressess.   | Hero.      | Heroine.     |
| Arbiter.       | Arbitress.      | Hunter.    | Huntress.    |
| Baron.         | Baroness.       | Host.      | Hostess.     |
| Bridegroom.    | Bride.          | Jew.       | Jewess.      |
| Benefactor.    | Benefactress.   | Landgrave. | Landgravine. |
| Caterer.       | Cateress.       | Lion.      | Lioness.     |
| Chanter.       | Chantress.      | Marquis.   | Marchioness. |
| Conductor.     | Conductress.    | Master.    | Mistress.    |
| Count.         | Countess.       | Mayor.     | Mayoress.    |
| Deacon.        | Deaconess.      | Patron.    | Patroness.   |
| Duke.          | Dutchess.       | Peer.      | Peeress.     |
| Elector.       | Electress.      | Poet.      | Poetess.     |
| Emperor.       | Empress.        | Priest.    | Priestess.   |

\* This Figure of Speech is called *Personification* or *Prosopopeia*, and is that figure by which we attribute life and action to inanimate objects.

|            |               |           |              |
|------------|---------------|-----------|--------------|
| Prince.    | Princess.     | Tiger.    | Tigress.     |
| Prior.     | Prioress.     | Traitor.  | Traitress.   |
| Prophet.   | Prophetess.   | Tutor.    | Tutress.     |
| Protector. | Protectress.  | Viscount. | Viscountess. |
| Shepherd.  | Shepherdess.  | Votary.   | Votress.     |
| Songster.  | Songstress.   | Widower.  | Widow.       |
| Sorcerer.  | Sorceress.    |           |              |
| Sultan.    | { Sultanness. |           |              |
|            | { Sultana.    |           |              |

3. By a noun, pronoun, or adjective, being *pre-*fixed to the substantive ; as,

|                   |                     |
|-------------------|---------------------|
| A cock-sparrow.   | A hen-sparrow.      |
| A man-servant.    | A maid-servant.     |
| A he-goat         | A she-goat.         |
| A he-bear.        | A she-bear.         |
| A male child.     | A female child.     |
| Male descendants. | Female descendants. |

NUMBER.

Number is the consideration of an object, as one or more.

Substantives are of two numbers, the singular and the plural.

The singular number expresses but one object; as, a chair, a table.

The plural number signifies more objects than one; as, chairs, tables.

Some nouns, from the nature of the things which they express, are used only in the singular form; as, wheat, pitch, gold, sloth, pride, &c. others, only in the plural form; as, bellows, scissors, ashes, lungs, riches, &c.

Some words are the same in both numbers; as, deer, sheep, swine, &c.

The plural number of nouns is generally formed by adding *s* to the singular; as, dove, doves; face, faces; thought, thoughts. But when the substantive singular ends in *x*, *ch*, *sh*, or *ss*, we add *es* in the plural; as, box, boxes; church, churches; lash, lashes; kiss, kisses.

Nouns ending in *f* or *fe*, are generally rendered

plural by the change of those terminations into *ves*, as, loaf, loaves; wife, wives. Those which end in *ff*, have the regular plural; as, ruff, ruffs.

Such as have *y* in the singular, with no other vowel in the same syllable, change it into *ies* in the plural; \* as, beauty, beauties; fly, flies; but the *y* is not changed, when there is another vowel in the syllable; as, key, keys; delay, delays.

The following words which have been adopted from the Hebrew, Greek, and Latin languages, are thus distinguished, with respect to number:

| <i>Singular.</i> | <i>Plural.</i>               | <i>Singular.</i> | <i>Plural.</i>                 |
|------------------|------------------------------|------------------|--------------------------------|
| Cherub.          | Cherubim.                    | Datum.           | Data.                          |
| Seraph.          | Seraphim.                    | Effluvium.       | Effluvia.                      |
| Antithesis.      | Antitheses.                  | Encomium.        | { Encomia or<br>Encomiums.     |
| Automaton.       | Automata.                    | Erratum.         | Errata.                        |
| Basis.           | Bases.                       | Genius.          | Genii.†                        |
| Crisis.          | Crises.                      | Genus.           | Genera.                        |
| Criterion.       | Criteria.                    | Index.           | { Indices or<br>Indexes.‡      |
| Diær'esis.       | Diær'esés.                   | Lamina.          | Laminæ.                        |
| Ellipsis.        | Ellipses.                    | Medium.          | Media.                         |
| Emphasis.        | Emphases.                    | Magus.           | Magi.                          |
| Hypothesis.      | Hypotheses.                  | Memoran-         | { Memoranda or<br>Memorandums. |
| Metamorphosis.   | Metamorphoses.               | dum.             | Radii.                         |
| Phænomenon.      | Phænomena.                   | Radius.          | Stamina.                       |
| Appendix.        | { Appendices.<br>Appendixes. | Stamen.          | Strata.                        |
| Arcanum.         | Arcana.                      | Stratum.         | Strata.                        |
| Axis.            | Axes.                        | Vortex.          | Vortices.                      |
| Calx.            | Calces.                      |                  |                                |

\* "The change of *y* into *ies*, to form the plural number, may seem, to a foreigner, an odd irregularity; but the cause is very obvious. Formerly the singular number of this class of words, ended with *ie*; as, *glorie*; *vanitie*; *energic*; and the addition of *s* made the plural, *glories*. But from caprice, negligence, or a desire to simplify the orthography, the termination *ie* was laid aside for *y* in the singular number, while the old plural *ies* was retained; a strange inconsistency, but by no means the only one which the progress of our language exhibits."

† *Genii*, when denoting ærial spirits: *Geniuses*, when signifying persons of genius.

‡ *Indexes*, when it signifies pointers, or Tables of contents: *Indices*, when referring to Algebraick quantities.

CASE.

In English, substantives have three cases, the Nominative, the Possessive, and the Objective.\*

The nominative case simply expresses the name of a thing, or the subject of the verb; as, "The boy plays;" "The girls learn."

The possessive case expresses the relation of property or possession; and has an apostrophe, with the letter *s* coming after it; as, "The scholar's duty;" "My father's house."

When the plural ends in *s*, the other *s* is omitted, but the apostrophe is retained; as, "On eagles' wings;" "The drapers' company."

Sometimes also, when the singular terminates in *ss*, the apostrophick *s* is not added; as, "For goodness' sake;" "For righteousness' sake."

The objective case expresses the object of an action, or of a relation; and generally follows a verb active, or a preposition; as, "John assists Charles;" "They live in London."

English substantives are declined in the following manner:

|                         | <i>Singular.</i> | <i>Plural.</i> |
|-------------------------|------------------|----------------|
| <i>Nominative Case.</i> | A mother.        | Mothers.       |
| <i>Possessive Case.</i> | A mother's.      | Mothers'.      |
| <i>Objective Case.</i>  | A mother.        | Mothers.       |
| <i>Nominative Case.</i> | The man.         | The men.       |
| <i>Possessive Case.</i> | The man's.       | The men's.     |
| <i>Objective Case.</i>  | The man.         | The men.       |

ADJECTIVES.

An Adjective is a word added to a substantive, to express its quality; as, "An industrious man;" "A virtuous woman;" "A benevolent mind."

In English the adjective is not varied on account of gender, number, or case. Thus we say, "a careless boy; careless girls."

\* On the propriety of this objective case, see the larger grammar, *twelfth*, or any subsequent edition.

The only variation which it admits, is that of the degrees of comparison.

There are commonly reckoned three degrees of comparison; the positive, comparative, and superlative.

The positive state expresses the quality of an object, without any increase or diminution; as, good, wise, great.

The comparative degree increases or lessens the positive in signification; as, wiser, greater, less wise.

The superlative degree increases or lessens the positive to the highest or lowest degree; as, wisest, greatest, least wise.

The simple word, or positive, becomes the comparative, by adding *r* or *er*; and the superlative, by adding *st* or *est*, to the end of it; as, wise, wiser, wisest; great, greater, greatest. And the adverbs *more* and *most*, placed before the adjective, have the same effect; as, wise, *more* wise, *most* wise.

The termination *ish* may be accounted in some sort a degree of comparison, by which the signification is diminished below the positive; as, *black*, *blackish*, or tending to blackness; *salt*, *saltish*, or having a little taste of salt.

The word *rather* is very properly used to express a small degree or excess of a quality; as, "she is *rather* profuse in her expenses."

Monosyllables, for the most part, are compared by *er* and *est*; and dissyllables by *more* and *most*; as, mild, milder, mildest; frugal, more frugal, most frugal.

Some words of very common use are irregularly formed; as, good, better, best; bad, ill, or evil, worse, worst; little, less, least; much or many, more, most; near, nearer, nearest or next; late, later, latest or last; old, older or elder, oldest or eldest;" and a few others.

An adjective without a substantive, with the definite article before it, becomes a substantive, in

sense and meaning, and is written as a substantive; as, "Providence rewards *the good*, and punishes *the bad*."

PRONOUNS.

A Pronoun is a word used instead of a noun, to avoid the too frequent repetition of the same word; as, "The man is happy;" "*he* is benevolent;" "*he* is useful."\*

There are three kinds of pronouns, viz. the Personal, the Relative, and the Adjective Pronouns.

PERSONAL PRONOUNS.

There are five Personal Pronouns; viz. *I, thou, he, she, it*; with their plurals, *we, ye, or you, they*.

Personal pronouns admit of person, number, gender, and case.

The persons of pronouns are three in each of the numbers, viz.

|  |             |
|--|-------------|
| <i>I</i> , is the first person.              | } Singular. |
| <i>Thou</i> , is the second person.          |             |
| <i>He, she, or it</i> , is the third person. |             |
| <i>We</i> , is the first person.             | } Plural.   |
| <i>Ye or you</i> , is the second person.     |             |
| <i>They</i> , is the third person.           |             |

The numbers of pronouns, like those of substantives, are two, the singular and the plural; as, *I, thou, he; we, ye, they*.

Gender has respect only to the third person singular of the pronouns, *he, she, it*. *He* is masculine; *she* is feminine; *it* is neuter.

\* The pronoun is also used to represent an adjective, a sentence, a part of a sentence, and sometimes even a series of propositions; as, "They supposed him to be *innocent*, *which* he certainly was not." "His friend bore the abuse very patiently; *which* served to increase his rudeness: *it* produced, at length, contempt and insolence." See *Syntax, Rule V. App. 3. page 52.*

Pronouns have three cases; the nominative, the possessive, and the objective.

The objective case of a pronoun has, in general, a form different from that of the nominative or the possessive case.

The personal pronouns are thus declined:

| Person.                   | Case.           | Singular. | Plural.    |
|---------------------------|-----------------|-----------|------------|
| <i>First.</i>             | <i>Nom.</i>     | I.        | We.        |
|                           | <i>Possess.</i> | Mine.     | Ours.      |
|                           | <i>Obj.</i>     | Me.       | Us.        |
| <i>Second.</i>            | <i>Nom.</i>     | Thou.     | Ye or you. |
|                           | <i>Possess.</i> | Thine.    | Yours.     |
|                           | <i>Obj.</i>     | Thee.     | You.       |
| <i>Third.<br/>Mas.</i>    | <i>Nom.</i>     | He.       | They.      |
|                           | <i>Possess.</i> | His.      | Theirs.    |
|                           | <i>Obj.</i>     | Him.      | Them.      |
| <i>Third.<br/>Fem.</i>    | <i>Nom.</i>     | She.      | They.      |
|                           | <i>Possess.</i> | Hers.     | Theirs.    |
|                           | <i>Obj.</i>     | Her.      | Them.      |
| <i>Third.<br/>Neuter.</i> | <i>Nom.</i>     | It.       | They       |
|                           | <i>Possess.</i> | Its.      | Theirs.    |
|                           | <i>Obj.</i>     | It.       | Them.      |

#### COMPOUND PERSONAL PRONOUNS.

The Personal and Possessive Adjective Pronouns, when compounded with *self*, either form reciprocal pronouns; as, "We hurt ourselves by vain rage;" or denote emphasis, contrast, distinctive personality, or the implied absence of other persons or things; as, "I did this myself," that is "not another;" "He went himself to the minister," that is, "no other person went;" "This is the book itself;" &c.\*

\*"In negative sentences, these pronouns have a different effect. 'He did not write the letter himself,' implies strongly that he wrote it by an agent, or that he had an agency in procuring it to be written."



This class of Pronouns may be thus declined:

| Person.                      | Case.           | Singular.        | Plural.     |
|------------------------------|-----------------|------------------|-------------|
| <i>First.</i>                | <i>Nom.</i>     | Myself.          | Ourselves.  |
|                              | <i>Possess.</i> | — <i>wanting</i> | —           |
|                              | <i>Obj.</i>     | Myself.          | Ourselves.  |
| <i>Second.</i>               | <i>Nom.</i>     | Thyself.         | Yourselves. |
|                              | <i>Possess.</i> | —                | —           |
|                              | <i>Obj.</i>     | Thyself.         | Yourselves. |
| <i>Third.</i><br><i>Mas.</i> | <i>Nom.</i>     | Himself.         | Themselves. |
|                              | <i>Possess.</i> | —                | —           |
|                              | <i>Obj.</i>     | Himself.         | Themselves. |
| <i>Third.</i><br><i>Fem.</i> | <i>Nom.</i>     | Herself.         | Themselves. |
|                              | <i>Possess.</i> | —                | —           |
|                              | <i>Obj.</i>     | Herself.         | Themselves. |
| <i>Third.</i>                | <i>Nom.</i>     | Itself.          | Themselves. |
|                              | <i>Possess.</i> | —                | —           |
|                              | <i>Obj.</i>     | Itself.          | Themselves. |

RELATIVE PRONOUNS.

Relative Pronouns are such as relate, in general, to some word or phrase going before, which is thence called the antecedent: they are *who*, *which*, and *that*; as, "The man is happy *who* lives virtuously."\*

*What* is a kind of compound relative, including both the antecedent and the relative, and is mostly equivalent to *that which*; as, "This is *what* I wanted;" that is to say, "*the thing which* I wanted"

*Who* is applied to persons, *which* to animals and inanimate things; as, "He is a *friend who* is faithful in adversity;" "The *bird, which* sung so sweetly, is flown;" "This is the *tree, which* produces no fruit."

*That*, as a relative, is often used to prevent the too frequent repetition of *who* and *which*. It is applied to both persons and things; as, "*He that* acts wisely deserves praise;" "Modesty is a *quality that* highly adorns a woman."

\* The relative pronoun, when used interrogatively, relates to a word or phrase, which is not antecedent, but subsequent, to the relative. See *Syntax*, Rule VI. App. 2. page 55.

The relative Pronouns may be thus declined:

|                  |           |           |
|------------------|-----------|-----------|
| Case.            | Singular. | Plural.   |
| <i>Nom.</i>      | Who.      | Who.      |
| <i>Possess.</i>  | Whose.    | Whose.    |
| <i>Obj.</i>      | Whom.     | Whom.     |
| <i>Nom.</i>      | Which.    | Which.    |
| <i>Possess.*</i> | Of which. | Of which. |
| <i>Obj.</i>      | Which.    | Which.    |
| <i>Nom.</i>      | That.     | That.     |
| <i>Possess.</i>  | —         | —         |
| <i>Obj.</i>      | That.     | That.     |

*What* is a double relative, and may be thus declined:

|                 |           |         |
|-----------------|-----------|---------|
| Case.           | Singular. | Plural. |
| <i>Nom.</i>     | What.     | What.   |
| <i>Possess.</i> | —         | —       |
| <i>Obj.</i>     | What.     | What.   |

*Who*, *which*, and *what*, are called *Interrogatives*, when they are used in asking questions; as "*Who* is he?" "*Which* is the book?" "*What* are you doing?"

#### ADJECTIVE PRONOUNS.

Adjective Pronouns are of a mixed nature, participating the properties both of pronouns and adjectives.

The adjective pronouns may be subdivided into four sorts, namely, the *possessive*, the *distributive*, the *demonstrative*, and the *indefinite*.

1. The *possessive* are those which relate to possession or property.

There are seven of them; viz. *my*, *thy*, *his*, *her*, *our*, *your*, *their*.

*Mine* and *thine*, instead of *my* and *thy*, were formerly used before a substantive, or adjective, begin-

\* The *objective* form *Of which* of this relative, is used in English to express the relation of property or possession; and corresponds to the Genitive *cujus* of the Latin pronoun *Qui*. The possessive *whose* is sometimes, by eminent authors, connected with an antecedent of the neuter gender; but this connection is rather a poetical license than grammatical propriety, and should be avoided.

Editor.

ning with a vowel, or a silent *h*; as, "Blot out all *mine* iniquities."

2. The *distributive* are those which denote the persons or things that make up a number, as taken separately and singly. They are *each, every, either*; as, "*Each* of his brothers is in a favourable situation;" "*Every* man must account for himself;" "I have not seen *either* of them."

3. The *demonstrative* are those which precisely point out the subjects to which they relate: *this* and *that, these* and *those*, are of this class; as, "*This* is true charity; *that* is only its image."

*This* refers to the nearest person or thing, and *that* to the more distant; as, "*This* man is more intelligent than *that*." *This* indicates the latter, or last mentioned; *that*, the former, or first mentioned; as, "Wealth and poverty are both temptations; *that* tends to excite pride, *this*, discontent."

*Former* and *latter* belong to this class; as, "Fabius continued in the command with Minucius; the *former's* phlegm was a check upon the *latter's* vivacity."

4. The *indefinite* are those which express their subjects in an indefinite or general manner. The following are of this kind: *some, other, any, one, all, such, &c.*

*One* and *Other* are declined in the following manner:

|                 |           |         |
|-----------------|-----------|---------|
| Case.           | Singular. | Plural. |
| <i>Nom.</i>     | One.      | Ones.   |
| <i>Possess.</i> | One's.    | Ones'   |
| <i>Obj.</i>     | One.      | One.    |
| <i>Nom.</i>     | Other.    | Others. |
| <i>Possess.</i> | Other's.  | Others  |
| <i>Obj.</i>     | Other.    | Others. |

VERBS.

A Verb is a word which signifies to BE, to DO, or to SUFFER; as, "I am, I rule, I am ruled."

Verbs are of three kinds; ACTIVE, PASSIVE, and NEUTER. They are also divided into REGULAR, IRREGULAR, and DEFECTIVE.

A Verb Active-transitive expresses an action, and necessarily implies an agent, and, an object acted upon; as, to love; "I love Penel'ope."

A Verb Active-intransitive expresses an action, which is confined to the agent, without affecting any particular object; as, to walk, to run, to fly; "The man *walks*, the horse *runs*, the bird *flies*."

A Verb Passive expresses a passion or a suffering, or the receiving of an action; and necessarily implies an object acted upon, and an agent by which it is acted upon; as, to be loved; "Penel'ope is loved by me."

A Verb Neuter expresses neither action nor passion; but being, or state of being; as, "I am, I sleep, I sit."

The verb active is called *transitive*, because the action passes over to the object or has an effect upon some other thing; as, "The tutor instructs his pupils." "I esteem the man."

Verbs neuter may properly be denominated *intransitives*, because the effect is confined within the subject, and does not pass over to any object; as, "I sit, he lives, they sleep."

Some of the verbs that are usually ranked among neuters, make a near approach to the nature of a verb active; but they may be distinguished from it by their being intransitive; as, to run, to walk, to fly, &c. The rest are more obviously neuter, and more clearly expressive of a middle state between action and passion; as, to stand, to lie, to sleep, &c.

In English, many verbs are used both in an active and a neuter signification, the construction only determining of which kind they are; as, to flatten, signifying to make even or level, is a verb active; but when it signifies to grow dull or insipid, it is a verb neuter.

A neuter verb, by the addition of a preposition, may become a compound active verb. *To smile* is a neuter verb: it cannot, therefore, be followed by an objective case, nor be construed as a passive verb. We cannot say, *she smiled him*, or, *he was smiled*. But *to smile on* being a compound active verb, we properly say *she smiled on him*; *he was smiled on* by fortune.

Auxiliary or Helping Verbs, are those by the

help of which the English verbs are principally conjugated; they are, *do, be, have, shall, will, may, can*, with their variations; and *let* and *must*, which have no variation.\*

To verbs belong *Number, Person, Mood, and Tense*.

NUMBER AND PERSON.

Verbs have two numbers, the Singular and the Plural; as, "I love, we love."

In each number there are three persons; as,

|                       | <i>Singular.</i> | <i>Plural.</i> |
|-----------------------|------------------|----------------|
| <i>First Person.</i>  | I love.          | We love.       |
| <i>Second Person.</i> | Thou lovest.     | Ye love.       |
| <i>Third Person.</i>  | He loves.        | They love.     |

MOODS.

Mood or Mode is a particular form of the verb, showing the manner in which the being, action, or passion, is represented.

There are five moods of verbs, the *Indicative*, the *Imperative*, the *Potential*, the *Subjunctive*, and the *Infinitive*.

The Indicative Mood simply indicates or declares a thing; as, "He loves; he is loved:" or it asks a question; as, "Does he love? Is he loved?"

The Imperative mood is used for commanding, exhorting, entreating, or permitting; as, "Depart thou; mind ye; let us stay; go in peace."

Though this mood derives its name from its intimation of command, it is used on occasions of a very opposite nature, even in the humblest supplications of an inferior being, to one who is infinitely his superiour; as, "Give us this day our daily bread; and forgive us our trespasses."

The Potential Mood implies possibility or liberty, power, will, or obligation; as, "It may rain; he

\* *Let*, as a principal verb, has *lettest*, and *letteth*; but as a helping verb, it admits of no variation.

may go or stay; I can ride; he would walk; they should learn.”\*

The Subjunctive Mood represents a thing under a condition, motive, wish, supposition, &c.; and is preceded by a conjunction, expressed or understood, and attended by another verb; as, “I will respect him, *though* he chide me;” “Were he good, he would be happy:” that is, “*if* he were good.”

The Infinitive Mood expresses a thing in a general and unlimited manner, without any distinction of number or person; as, “to act, to speak, to be feared.”

The Participle is a certain form of the verb, and derives its name from its participating, not only the properties of a verb, but also those of an adjective; as, “I am desirous of *knowing* him;” “*Admired* and *applauded*, he became vain;” “*Having finished* his work, he submitted it;” &c.

The participle is distinguished from the adjective, by the former's expressing the idea of time, and the latter's denoting only a quality; as, “*loving* to give, *moving* in haste, *heated* with liquor;” “a *loving* child, a *moving* spectacle, a *heated* imagination.”

Participles not only convey the notion of time; but they also signify actions, and govern the cases of nouns and pronouns, in the same manner as verbs do; and therefore should be comprehended in the general name of verbs.

There are three Participles, the Present or Active, the Perfect or Passive,† and the Compound Perfect; as, “loving, loved, having loved.”

#### THE TENSES.

Tense, being the distinction of time, might seem

\* It has been said, that “This is in fact the Indicative mood, affirming the *power*, &c. of acting, instead of the act itself.” But Mr. Murray says, that “as the Indicative mood ‘simply indicates or declares a thing,’ it is manifest that the Potential, which modifies the declaration, and introduces an idea materially distinct from it, must be considerably different, and warrant a correspondent distinction of mood.” *Editor.*

† When this participle is joined to the verb *to have*, it is called *perfect*; when it is joined to the verb *to be*, or understood with it, it is denominated *passive*.

to admit only of the present, past, and future; but to mark it more accurately, it is made to consist of six variations, viz. the *Present*, the *Imperfect*, the *Perfect*, the *Pluperfect*, and the *First* and *Second Future Tenses*.

The *Present Tense* represents an action or event, as passing at the time in which it is mentioned; as, "I rule; I am ruled; I think; I fear."

The present tense, preceded by the words *when*, *before*, *after*, *as soon as*, &c. is sometimes used to point out the relative time of a future action; as, "*When* he arrives he will hear the news;" "He will hear the news *before* he arrives, or *as soon as* he arrives, or, at farthest, *soon after* he arrives;" "The more she *improves*, the more amiable will she be."

In animated historical narrations, this tense is sometimes substituted for the imperfect tense; as, "He *enters* the territory of the peaceable inhabitants: he *fights* and *conquers*, takes an immense booty, which he *divides* amongst his soldiers, and *returns* home to enjoy a vain and useless triumph."

The *Imperfect Tense* represents the action of an event, either as past or finished, or as remaining unfinished at a certain time past; as, "I loved her for her modesty and virtue;" "They were travelling post when he met them."

The *Perfect Tense* not only refers to what is past, but also conveys an allusion to the present time; as, "I have finished my letter;" "I have seen the person that was recommended to me."

The perfect tense, and the imperfect tense, both denote a thing that is past; but the former denotes it in such a manner, that there is still actually remaining some part of the time to slide away, wherein we declare the thing has been done; whereas the imperfect denotes the thing or action past, in such a manner, that nothing remains of that time in which it was done. "If we speak of the present century, we say, "Philosophers *have made* great discoveries in the present century;" but if we speak of the last century, we say, "Philosophers *made* great discoveries in the last century."

The *Pluperfect Tense* represents a thing, not only as past, but also as prior to some other point of time specified in the sentence; as, "I had finished my letter before he arrived."

The first Future Tense represents the action as yet to come, either with or without respect to the precise time when; as, "The sun will rise to-morrow;" "I shall see them again."

The second Future intimates that the action will be fully accomplished, at or before the time of another future action or event; as, "I shall have dined at one o'clock;" "The two houses will have finished their business, when the king comes to prorogue them."

In treating of the tenses, there are two things to which attention ought principally to be turned,—the *relation* which the several tenses have to one another, in respect of *time*; and the *notice* which they give of an action's being *completed* or *not completed*.

The Conjugation of a verb is the regular combination and arrangement of its several numbers, persons, moods, and tenses.

The conjugation of an active verb is styled the ACTIVE VOICE; and that of a passive verb, the PASSIVE VOICE.

The auxiliary and active verb *To have*, is conjugated in the following manner:

### TO HAVE.

#### Indicative Mood.

##### Present Tense.

| Singular.                                       | Plural.            |
|---|--------------------|
| 1. <i>Pers.</i> I have.                         | 1. We have.        |
| 2. <i>Pers.</i> Thou hast.                      | 2. Ye or you have. |
| 3. <i>Pers.</i> He, she, or it, hath<br>or has. | 3. They have.      |

##### Imperfect Tense.

| Singular.       | Plural.           |
|-----------------|-------------------|
| 1. I had.       | 1. We had.        |
| 2. Thou hadst.  | 2. Ye or you had. |
| 3. He, &c. had. | 3. They had.      |

##### Perfect Tense.

| Singular.         | Plural.                |
|-------------------|------------------------|
| 1. I have had.    | 1. We have had.        |
| 2. Thou hast had. | 2. Ye or you have had. |
| 3. He has had.    | 3. They have had.      |



*Pluperfect Tense.*

- | Singular.          | Plural.               |
|--------------------|-----------------------|
| 1. I had had.      | 1. We had had.        |
| 2. Thou hadst had. | 2. Ye or you had had. |
| 3. He had had.     | 3. They had had.      |

*First Future Tense.*

- | Singular.                   | Plural.                          |
|-----------------------------|----------------------------------|
| 1. I shall or will have.    | 1. We shall or will have.        |
| 2. Thou shalt or wilt have. | 2. Ye or you shall or will have. |
| 3. He shall or will have.   | 3. They shall or will have.      |

*Second Future Tense.*

- | Singular.              | Plural.                     |
|------------------------|-----------------------------|
| 1. I shall have had.   | 1. We shall have had.       |
| 2. Thou wilt have had. | 2. Ye or you will have had. |
| 3. He will have had.   | 3. They will have had.      |

*Imperative Mood.*

- | Singular.                      | Plural.                          |
|--------------------------------|----------------------------------|
| 1. Let me have.                | 1. Let us have.                  |
| 2. Have thou, or do thou have. | 2. Have ye or do ye or you have. |
| 3. Let him have.               | 3. Let them have.                |

The imperative mood is not strictly entitled to *three* persons. The command is always addressed to the *second*, not to the first or third. For when we say, "Let me have," "Let him, or let them have," the meaning and construction are, *do thou, or do ye, let me, him, or them have.* See note under *Rule XI. and Note 5 of Syntax.*

*Potential Mood.\**

*Present Tense.*

- | Singular.                    | Plural.                       |
|------------------------------|-------------------------------|
| 1. I may or can have.        | 1. We may or can have.        |
| 2. Thou mayst or canst have. | 2. Ye or you may or can have. |
| 3. He may or can have.       | 3. They may or can have.      |

*Imperfect Tense.*

- | Singular.  | Plural.   |
|--|---|
| 1. I might, could, would, or should have.            | 1. We might, could, would, or should have.        |
| 2. Thou mightst, couldst, wouldst, or shouldst have. | 2. Ye or you might, could, would, or should have. |
| 3. He might, could, would, or should have.           | 3. They might, could, would or should have.       |

\* The Potential mood is known by the auxiliaries, *may, can, must, might, could, would, and should.*

*Perfect Tense.*

Singular.

1. I may or can have had.
2. Thou mayst or canst have had.
3. He may or can have had.

Plural.

1. We may or can have had.
2. Ye or you may or can have had.
3. They may or can have had.

*Pluperfect Tense.*

Singular.

1. I might, could, would, or should have had.
2. Thou mightst, couldst, wouldst, or shouldst have had.
3. He might, could, would, or should have had.

Plural.

1. We might, could, would, or should have had.
2. Ye or you might, could, would, or should have had.
3. They might, could, would, or should have had.\*

It is to be observed, that in the subjunctive mood, the event being spoken of under a condition or supposition, or in the form of a wish, and therefore as doubtful and contingent, the verb itself in the present tense, and the auxiliary both of the present and past imperfect times, often carry with them somewhat of a future sense; as, "If he come to-morrow, I may speak to them;" "If he should, or would come to-morrow, I might, would, could, or should speak to him."

Observe also, that the auxiliaries *should* and *would*, in the imperfect times, are used to express the present and future as well as the past; as, "It is my desire, that he should, or would come now, or to-morrow;" as well as, "It was my desire, that he should or would come yesterday." So that, in this mood, the precise time of the verb is very much determined by the nature and drift of the sentence.

*Subjunctive Mood.**Present Tense.*

Singular.

1. If I have.
2. If thou have.
3. If he have.

Plural.

1. If we have.
2. If ye or you have.
3. If they have.

*Imperfect Tense.*

Singular.

1. If I had.
2. If thou hadst.
3. If he, &c. had.

Plural.

1. If we had.
2. If ye or you had.
3. If they had.

\* *Shall* and *will*, when they denote inclination, resolution, promise, may be considered, as well as their relations *should* and *would*, as belonging to the potential mood. But as they generally signify futurity, they have been appropriated, as helping verbs, to the formation of the future tenses of the indicative and subjunctive moods.

*Perfect Tense.*

- |                      |                           |
|----------------------|---------------------------|
| Singular.            | Plural.                   |
| 1. If I have had.    | 1. If we have had.        |
| 2. If thou hast had. | 2. If ye or you have had. |
| 3. If he has had.    | 3. If they have had.      |

*Pluperfect Tense.*

- |                       |                          |
|-----------------------|--------------------------|
| Singular.             | Plural.                  |
| 1. If I had had.      | 1. If we had had.        |
| 2. If thou hadst had. | 2. If ye or you had had. |
| 3. If he had had.     | 3. If they had had.      |

*First Future Tense.*

- |                                |                                     |
|--------------------------------|-------------------------------------|
| Singular.                      | Plural.                             |
| 1. If I shall or will have.    | 1. If we shall or will have.        |
| 2. If thou shalt or wilt have. | 2. If ye or you shall or will have. |
| 3. If he shall or will have.   | 3. If they shall or will have.      |

*Second Future Tense.*

- |                            |                                 |
|----------------------------|---------------------------------|
| Singular.                  | Plural.                         |
| 3. If I shall have had.    | 1. If we shall have had.        |
| 2. If thou shalt have had. | 2. If ye or you shall have had. |
| 3. If he shall have had.   | 3. If they shall have had.      |

Infinitive Mood.\*

*Present.* To have.      *Perfect.* To have had.

Participles.

*Present or Active.*      Having.  
*Perfect or Passive.*      Had.  
*Compound Perfect.*      Having had.

The auxiliary and neuter verb *To be*, is conjugated as follows:†

**TO BE.**

Indicative Mood.

*Present Tense.*

- |                        |                   |
|------------------------|-------------------|
| 1. I am.               | 1. We are.        |
| 2. Thou art.           | 3. Ye or you are. |
| 3. He, she, or it, is. | 3. They are.      |

\*The Infinitive mood is generally known by the sign *to*, before it.

†The use of the verb *was* with the pronoun *you*, in the Indicative mood, Imperfect tense, and Singular number, instead of *were*, though frequent in colloquial and extemporaneous discourse, appears to be not well supported by classick writers, and must, therefore, be considered *vulgar*. Pres. Sing. You *are*—Imperf. Sing. You *were*. *Editor.*

*Imperfect Tense.*

- |                |                    |
|----------------|--------------------|
| Singular.      | Plural.            |
| 1. I was.      | 1. We were.        |
| 2. Thou wast.* | 2. Ye or you were. |
| 3. He was.     | 3. They were.      |

*Perfect Tense.*

- |                         |                         |
|-------------------------|-------------------------|
| Singular.               | Plural.                 |
| 1. I have been.         | 1. We have been.        |
| 2. Thou hast been.      | 2. Ye or you have been. |
| 3. He hath or has been. | 3. They have been.      |

*Pluperfect Tense.*

- |                     |                        |
|---------------------|------------------------|
| Singular.           | Plural.                |
| 1. I had been.      | 1. We had been.        |
| 2. Thou hadst been. | 2. Ye or you had been. |
| 3. He had been.     | 3. They had been.      |

*First Future Tense.*

- |                           |                                |
|---------------------------|--------------------------------|
| Singular.                 | Plural.                        |
| 1. I shall or will be.    | 1. We shall or will be.        |
| 2. Thou shalt or wilt be. | 2. Ye or you shall or will be. |
| 3. He shall or will be.   | 3. They shall or will be.      |

*Second Future Tense.*

- |                         |                              |
|-------------------------|------------------------------|
| Singular.               | Plural.                      |
| 1. I shall have been.   | 1. We shall have been.       |
| 2. Thou wilt have been. | 2. Ye or you will have been. |
| 3. He will have been.   | 3. They will have been.      |

*Imperative Mood.*

- |                            |                               |
|----------------------------|-------------------------------|
| Singular.                  | Plural.                       |
| 1. Let me be.              | 1. Let us be.                 |
| 2. Be thou, or do thou be. | 2. Be ye or you, or do ye be. |
| 3. Let him be.             | 3. Let them be.†              |

*Potential Mood.**Present Tense.*

- |                            |                             |
|----------------------------|-----------------------------|
| Singular.                  | Plural.                     |
| 1. I may or can be.        | 1. We may or can be.        |
| 2. Thou mayst or canst be. | 2. Ye or you may or can be. |
| 3. He may or can be.       | 3. They may or can be.      |

*Imperfect Tense.*

- |  |   |
|--|---|
| Singular.  | Plural.   |
| 1. I might, could, would, or should be.            | 1. We might, could, would, or should be.        |
| 2. Thou mightst, couldst, wouldst, or shouldst be. | 2. Ye or you might, could, would, or should be. |
| 3. He might, could, would, or should be.           | 3. They might, could, would, or should be.      |

\* See note (†) on page 33.

† If such sentences should be rigorously examined, the Imperative will appear to consist merely in the word *let*.

*Perfect Tense.*

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| Singular.                         | Plural.                            |
| 1. I may or can have been.        | 1. We may or can have been.        |
| 2. Thou mayst or canst have been. | 2. Ye or you may or can have been. |
| 3. He may or can have been.       | 3. They may or can have been.      |

*Pluperfect Tense.*

- |   |  |
|---|--|
| Singular.   | Plural.  |
| 1. I might, could, would, or should have been.            | 1. We might, could, would, or should have been.        |
| 2. Thou mightst, couldst, wouldst, or shouldst have been. | 2. Ye or you might, could, would, or should have been. |
| 3. He might, could, would, or should have been.           | 3. They might, could, would, or should have been.      |

*Subjunctive Mood.*

*Present Tense.*

- |                |                     |
|----------------|---------------------|
| Singular.      | Plural.             |
| 1. If I be.    | 1. If we be.        |
| 2. If thou be. | 2. If ye or you be. |
| 3. If he be.   | 3. If they be.      |

*Imperfect Tense.*

- |                  |                       |
|------------------|-----------------------|
| Singular.        | Plural.               |
| 1. If I were.    | 1. If we were.        |
| 2. If thou wert. | 2. If ye or you were. |
| 3. If he were.   | 3. If they were.      |

*Perfect Tense.*

- |                            |                            |
|----------------------------|----------------------------|
| Singular.                  | Plural.                    |
| 1. If I have been.         | 1. If we have been.        |
| 2. If thou hast been.      | 2. If ye or you have been. |
| 3. If he hath or has been. | 3. If they have been.      |

*Pluperfect Tense.*

- |                        |                           |
|------------------------|---------------------------|
| Singular.              | Plural.                   |
| 1. If I had been.      | 1. If we had been.        |
| 2. If thou hadst been. | 2. If ye or you had been. |
| 3. If he had been.     | 3. If they had been.      |

*First Future Tense.*

- |                              |                                   |
|------------------------------|-----------------------------------|
| Singular.                    | Plural.                           |
| 1. If I shall or will be.    | 1. If we shall or will be.        |
| 2. If thou shalt or wilt be. | 2. If ye or you shall or will be. |
| 3. If he shall or will be.   | 3. If they shall or will be.      |

*Second Future Tense.*

- |                             |                                  |
|-----------------------------|----------------------------------|
| Singular.                   | Plural.                          |
| 1. If I shall have been.    | 1. If we shall have been.        |
| 2. If thou shalt have been. | 2. If ye or you shall have been. |
| 3. If he shall have been.   | 3. If they shall have been.      |

## Infinitive Mood.

*Present Tense.* To be. *Perfect.* To have been.

## Participles.

*Present.* Being. *Perfect.* Been.  
*Compound Perfect.* Having been.

## Of the Conjugation of Regular Verbs.

## ACTIVE.

Verbs Active are called Regular, when they form their imperfect tense of the indicative mood, and their perfect participle, by adding to the verb *ed*, or *d* only when the verb ends in *e*; as,

|                 |                   |                            |
|-----------------|-------------------|----------------------------|
| <i>Present.</i> | <i>Imperfect.</i> | <i>Perfect Participle.</i> |
| I favour.       | I favoured.       | Favoured.                  |
| I love.         | I loved.          | Loved.                     |

A Regular Active Verb is conjugated in the following manner:

## TO LOVE.

## Indicative Mood.

*Present Tense.*

|   |                    |
|---|--------------------|
| Singular.                                 | Plural.            |
| 1. I love.                                | 1. We love.        |
| 2. Thou lovest.                           | 2. Ye or you love. |
| 3. He, she, or it, loveth or }<br>loves.* | 3. They love.      |

*Imperfect Tense.*

|                  |                     |
|------------------|---------------------|
| Singular.        | Plural.             |
| 1. I loved.      | 1. We loved.        |
| 2. Thou lovedst. | 2. Ye or you loved. |
| 3. He loved.     | 3. They loved.      |

*Perfect Tense.* †

|                          |                          |
|--------------------------|--------------------------|
| Singular.                | Plural.                  |
| 1. I have loved.         | 1. We have loved.        |
| 2. Thou hast loved.      | 2. Ye or you have loved. |
| 3. He hath or has loved. | 3. They have loved.      |

\* *Loveth* is in the solemn style, *loves* in the familiar.

† The perfect tense, preceded by the words *when*, *after*, *as soon as*, &c. is often used to denote the relative time of a future action; as, "When I have finished my letter, I will attend to his request;" "I will attend to the business, as soon as I have finished my letter."

*Pluperfect Tense.*

- |                      |                         |
|----------------------|-------------------------|
| Singular.            | Plural.                 |
| 1. I had loved.      | 1. We had loved.        |
| 2. Thou hadst loved. | 2. Ye or you had loved. |
| 3. He had loved.     | 3. They had loved.      |

*First Future Tense.*

- |                             |                                  |
|-----------------------------|----------------------------------|
| Singular.                   | Plural                           |
| 1. I shall or will love.    | 1. We shall or will love.        |
| 2. Thou shalt or wilt love. | 2. Ye or you shall or will love. |
| 3. He shall or will love.   | 3. They shall or will love.      |

*Second Future Tense.*

- |                          |                               |
|--------------------------|-------------------------------|
| Singular.                | Plural.                       |
| 1. I shall have loved.   | 1. We shall have loved.       |
| 2. Thou wilt have loved. | 2. Ye or you will have loved. |
| 3. He will have loved.   | 3. They will have loved.      |

Those tenses are called simple tenses, which are formed of the principal, without an auxiliary verb; as, "I love, I loved." The compound tenses are such as cannot be formed without an auxiliary verb; as, "I *have* loved; I *had* loved; I *shall* or *will* love; I *may* love; I *may be* loved; I *may have been* loved;" &c. These compounds are, however, to be considered as only different forms of the same verb.

In the two following tenses of the Indicative Mood, we use a different form of the verb, when we mean to express energy and positiveness; and also to avoid harsh sounds in the formation of the verb.

*Present Tense.*

- |                    |                       |
|--------------------|-----------------------|
| Singular.          | Plural.               |
| 1. I do love.      | 1. We do love.        |
| 2. Thou dost love. | 2. Ye or you do love. |
| 3. He does love.   | 3. They do love.      |

*Imperfect Tense.*

- |                     |                        |
|---------------------|------------------------|
| Singular.           | Plural.                |
| 1. I did love.      | 1. We did love.        |
| 2. Thou didst love. | 2. Ye or you did love. |
| 3. He did love.     | 3. They did love.      |

When a question is asked, these auxiliaries are used in the Present Tense and the Imperfect of the Indicative Mood, in the following manner: \*

*Present Tense.*

- |                    |                       |
|--------------------|-----------------------|
| Singular.          | Plural.               |
| 1. Do I love?      | 1. Do we love?        |
| 2. Dost thou love? | 2. Do ye or you love? |
| 3. Does he love?   | 3. Do they love?      |

\* In the remaining Tenses of this Mood, when a question is asked, the pronoun or substantive is placed after the auxiliary; as, Have I loved? Hast thou loved? Has John loved? &c.

*Imperfect Tense.*

| Singular             | Plural.                 |
|----------------------|-------------------------|
| 1. Did I love ?      | 1. Did we love ?        |
| 2. Didst thou love ? | 2. Did ye or you love ? |
| 3. Did he love ?     | 3. Did they love.       |

*Imperative Mood.*

| Singular.                     | Plural.                           |
|-------------------------------|-----------------------------------|
| 1. Let me love.               | 1. Let us love.                   |
| 2. Love thou or do thou love. | 2. Love ye or you, or do ye love. |
| 3. Let him love.              | 3. Let them love.                 |

*Potential Mood.**Present Tense.*

| Singular.                    | Plural.                       |
|------------------------------|-------------------------------|
| 1. I may or can love.        | 1. We may or can love.        |
| 2. Thou mayst or canst love. | 2. Ye or you may or can love. |
| 3. He may or can love.       | 3. They may or can love.      |

*Imperfect Tense.*

| Singular.  | Plural.   |
|--|---|
| 1. I might, could, would, or should love.            | 1. We might, could, would, or should love.        |
| 2. Thou mightst, couldst, wouldst, or shouldst love. | 2. Ye or you might, could, would, or should love. |
| 3. He might, could, would, or should love.           | 3. They might, could, would, or should love.      |

*Perfect Tense.*

| Singular.                          | Plural.                             |
|------------------------------------|-------------------------------------|
| 1. I may or can have loved.        | 1. We may or can have loved.        |
| 2. Thou mayst or canst have loved. | 2. Ye or you may or can have loved. |
| 3. He may or can have loved.       | 3. They may or can have loved.      |

*Pluperfect Tense.*

| Singular.  | Plural.   |
|--|---|
| 1. I might, could, would, or should have loved.            | 1. We might, could, would, or should have loved.        |
| 2. Thou mightst, couldst, wouldst, or shouldst have loved. | 2. Ye or you might, could, would, or should have loved. |
| 3. He might, could, would, or should have loved.           | 3. They might, could, would, or should have loved.      |

As the indicative mood is converted into the subjunctive, by the expression of a condition, motive, wish, supposition, &c. being superadded to it; so the potential mood may, in like manner, be turned into the subjunctive; as will be seen in the following examples. "If I could deceive him, I should



abhor it;" "Though he should increase in wealth, he would not be charitable;" "Even in prosperity he would gain no esteem, unless he should conduct himself better."

Subjunctive Mood.

*Present Tense.*

- |                  |                       |
|------------------|-----------------------|
| Singular.        | Plural.               |
| 1. If I love.    | 1. If we love.        |
| 2. If thou love. | 2. If ye or you love. |
| 3. If he love.   | 3. If they love.      |

*Imperfect Tense.*

- |                     |                        |
|---------------------|------------------------|
| Singular.           | Plural.                |
| 1. If I loved.      | 1. If we loved.        |
| 2. If thou lovedst. | 2. If ye or you loved. |
| 3. If he loved.     | 3. If they loved.      |

*Perfect Tense.*

- |                             |                             |
|-----------------------------|-----------------------------|
| Singular.                   | Plural.                     |
| 1. If I have loved.         | 1. If we have loved.        |
| 2. If thou hast loved.      | 2. If ye or you have loved. |
| 3. If he hath or has loved. | 3. If they have loved.      |

*Pluperfect Tense.*

- |                         |                            |
|-------------------------|----------------------------|
| Singular.               | Plural.                    |
| 1. If I had loved.      | 1. If we had loved.        |
| 2. If thou hadst loved. | 2. If ye or you had loved. |
| 3. If he had loved.     | 3. If they had loved.      |

*First Future Tense.*

- |                                |                                     |
|--------------------------------|-------------------------------------|
| Singular.                      | Plural.                             |
| 1. If I shall or will love.    | 1. If we shall or will love.        |
| 2. If thou shalt or wilt love. | 2. If ye or you shall or will love. |
| 3. If he shall or will love.   | 3. If they shall or will love.      |

*Second Future Tense.*

- |                              |                                   |
|------------------------------|-----------------------------------|
| Singular.                    | Plural.                           |
| 1. If I shall have loved.    | 1. If we shall have loved.        |
| 2. If thou shalt have loved. | 2. If ye or you shall have loved. |
| 3. If he shall have loved.   | 3. If they shall have loved.      |

Infinitive Mood.

- |                          |                                |
|--------------------------|--------------------------------|
| <i>Present.</i> To love. | <i>Perfect.</i> To have loved. |
|--------------------------|--------------------------------|

Participles.

- |                          |                        |
|--------------------------|------------------------|
| <i>Present.</i> Loving.  | <i>Perfect.</i> Loved. |
| <i>Compound Perfect.</i> | Having loved.          |

PASSIVE.

Verbs passive are called regular, when they form their perfect participle by the addition of *d* or *ed* to the verb; as, from the verb, "To love," is

formed the passive, "I am loved, I was loved, I shall be loved," &c.

A passive verb is conjugated by adding the perfect participle to the auxiliary *to be*, through all its changes of number, person, mood, and tense, in the following manner :

### TO BE LOVED.

#### Indicative Mood.

##### *Present Tense.*

- |                    |                         |
|--------------------|-------------------------|
| Singular.          | Plural.                 |
| 1. I am loved.     | 1. We are loved.        |
| 2. Thou art loved. | 2. Ye or you are loved. |
| 3. He is loved.    | 3. They are loved.      |

##### *Imperfect Tense.*

- |                     |                          |
|---------------------|--------------------------|
| Singular.           | Plural.                  |
| 1. I was loved.     | 1. We were loved.        |
| 2. Thou wast loved. | 2. Ye or you were loved. |
| 3. He was loved.    | 3. They were loved.      |

##### *Perfect Tense.*

- |                               |                               |
|-------------------------------|-------------------------------|
| Singular.                     | Plural.                       |
| 1. I have been loved.         | 1. We have been loved.        |
| 2. Thou hast been loved.      | 2. Ye or you have been loved. |
| 3. He hath or has been loved. | 3. They have been loved.      |

##### *Pluperfect Tense.*

- |                           |                              |
|---------------------------|------------------------------|
| Singular.                 | Plural.                      |
| 1. I had been loved.      | 1. We had been loved.        |
| 2. Thou hadst been loved. | 2. Ye or you had been loved. |
| 3. He had been loved.     | 3. They had been loved.      |

##### *First Future Tense.*

- |                                 |                                      |
|---------------------------------|--------------------------------------|
| Singular.                       | Plural.                              |
| 1. I shall or will be loved.    | 1. We shall or will be loved.        |
| 2. Thou shalt or wilt be loved. | 2. Ye or you shall or will be loved. |
| 3. He shall or will be loved.   | 3. They shall or will be loved.      |

##### *Second Future Tense.*

- |                               |                                    |
|-------------------------------|------------------------------------|
| Singular.                     | Plural.                            |
| 1. I shall have been loved.   | 1. We shall have been loved.       |
| 2. Thou wilt have been loved. | 2. Ye or you will have been loved. |
| 3. He will have been loved.   | 3. They will have been loved.      |

#### Imperative Mood.

- |                     |                     |
|---------------------|---------------------|
| Singular.           | Plural.             |
| 1. Let me be loved. | 1. Let us be loved. |

- |  |   |
|--|---|
| Singular.                              | Plural.                                   |
| 2. Be thou loved, or do thou be loved. | 2. Be ye or you loved, or do ye be loved. |
| 3. Let him be loved.                   | 3. Let them be loved.                     |

Potential Mood:

*Present Tense.*

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| Singular.                        | Plural.                           |
| 1. I may or can be loved.        | 1. We may or can be loved.        |
| 2. Thou mayst or canst be loved. | 2. Ye or you may or can be loved. |
| 3. He may or can be loved.       | 3. They may or can be loved.      |

*Imperfect Tense.*

- |  |   |
|--|---|
| Singular.  | Plural.   |
| 1. I might, could, would, or should be loved.            | 1. We might, could, would, or should be loved.        |
| 2. Thou mightst, couldst, wouldst, or shouldst be loved. | 2. Ye or you might, could, would, or should be loved. |
| 3. He might, could, would, or should be loved.           | 3. They might, could, would, or should be loved.      |

*Perfect Tense.*

- |   |  |
|---|--|
| Singular.                               | Plural.                                  |
| 1. I may or can have been loved.        | 1. We may or can have been loved.        |
| 2. Thou mayst or canst have been loved. | 2. Ye or you may or can have been loved. |
| 3. He may or can have been loved.       | 3. They may or can have been loved.      |

*Pluperfect Tense*

- |   |  |
|---|--|
| Singular.   | Plural.  |
| 1. I might, could, would, or should have been loved.            | 1. We might, could, would, or should have been loved.        |
| 2. Thou mightst, couldst, wouldst, or shouldst have been loved. | 2. Ye or you might, could, would, or should have been loved. |
| 3. He might, could, would, or should have been loved.           | 3. They might, could, would, or should have been loved.      |

Subjunctive Mood.

*Present Tense.*

- |                      |                           |
|----------------------|---------------------------|
| Singular.            | Plural.                   |
| 1. If I be loved.    | 1. If we be loved.        |
| 2. If thou be loved. | 2. If ye or you be loved. |
| 3. If he be loved.   | 3. If they be loved.      |

*Imperfect Tense*

- |                        |                             |
|------------------------|-----------------------------|
| Singular.              | Plural.                     |
| 1. If I were loved.    | 1. If we were loved.        |
| 2. If thou wert loved. | 2. If ye or you were loved. |
| 3. If he were loved.   | 3. If They were loved.      |

*Perfect Tense.*

- |                                  |                                  |
|----------------------------------|----------------------------------|
| Singular.                        | Plural.                          |
| 1. If I have been loved.         | 1. If we have been loved.        |
| 2. If thou hast been loved.      | 2. If ye or you have been loved. |
| 3. If he hath or has been loved. | 3. If they have been loved.      |

*Pluperfect Tense.*

- |                              |                                 |
|------------------------------|---------------------------------|
| Singular.                    | Plural.                         |
| 1. If I had been loved.      | 1. If we had been loved.        |
| 2. If thou hadst been loved. | 2. If ye or you had been loved. |
| 3. If he had been loved.     | 3. If they had been loved.      |

*First Future Tense.*

- |                                    |   |
|------------------------------------|---|
| Singular.                          | Plural.                                 |
| 1. If I shall or will be loved.    | 1. If we shall or will be loved.        |
| 2. If thou shalt or wilt be loved. | 2. If ye or you shall or will be loved. |
| 3. If he shall or will be loved.   | 3. If they shall or will be loved.      |

*Second Future Tense.*

- |                                   |  |
|-----------------------------------|--|
| Singular.                         | Plural.                                |
| 1. If I shall have been loved.    | 1. If we shall have been loved.        |
| 2. If thou shalt have been loved. | 2. If ye or you shall have been loved. |
| 3. If he shall have been loved.   | 3. If they shall have been loved.      |

*Infinitive Mood.*

- |                       |                     |
|-----------------------|---------------------|
| <i>Present Tense.</i> | <i>Perfect.</i>     |
| To be loved.          | To have been loved. |

*Participles.*

- |                 |                            |               |
|-----------------|----------------------------|---------------|
| <i>Present.</i> | <i>Perfect or Passive.</i> | <i>Loved.</i> |
| Being loved.    | Having been loved.         |               |

*Irregular Verbs.*

Irregular Verbs are those which do not form their imperfect tense, and their perfect participle, by the addition of *d* or *ed* to the verb ; as,

- |                 |                   |                             |
|-----------------|-------------------|-----------------------------|
| <i>Present.</i> | <i>Imperfect.</i> | <i>Perf. or Pass. Part.</i> |
| I begin,        | I began,          | begun.                      |
| I know,         | I knew,           | known.                      |

*Irregular Verbs of various sorts.*

- Such as have the present and imperfect tenses, and perfect participle, the same ; as,

| <i>Present.</i> | <i>Imperfect.</i> | <i>Perfect Participle.</i> |
|-----------------|-------------------|----------------------------|
| Cost,           | cost,             | cost.                      |
| Put,            | put,              | put.                       |

2. Such as have the imperfect tense, and perfect participle, the same ; as,

| <i>Present.</i> | <i>Imperfect.</i> | <i>Perfect Participle.</i> |
|-----------------|-------------------|----------------------------|
| Abide,          | abode,            | abode.                     |
| Sell,           | sold,             | sold.                      |

3. Such as have the imperfect tense, and perfect participle different ; as,

| <i>Present.</i> | <i>Imperfect.</i> | <i>Perfect Participle.</i> |
|-----------------|-------------------|----------------------------|
| Arise,          | arose,            | arisen.                    |
| Blow,           | blew,             | blown.                     |

The following list of the irregular verbs will, it is presumed, be found both comprehensive and accurate :

| <i>Pres.</i> | <i>Imperf.</i>         | <i>Perf. Part.</i> | <i>Pres.</i>    | <i>Imperf.</i>              | <i>Perf. Part.</i> |
|--------------|------------------------|--------------------|-----------------|-----------------------------|--------------------|
| Abide,       | abode,                 | abode.             | Cleave          | <i>r.</i>                   |                    |
| Am,          | was,                   | been.              |                 | <i>to stick, or adhere.</i> |                    |
| Arise,       | arose,                 | arisen.            | Cleave,         | clove                       | cleft.             |
| Awake,       | awoke, <i>r.</i>       | awaked.            |                 | <i>to split,</i>            |                    |
| Bear,        | bare,                  | born.              | Cling,          | clung                       | clung.             |
|              | <i>to bring forth,</i> |                    | Clothe,         | clothed,                    | clad, <i>r.</i>    |
| Bear,        | bore,                  | borne.             | Come,           | came,                       | come.              |
|              | <i>to carry,</i>       |                    | Cost,           | cost,                       | cost.              |
| Beat,        | beat,                  | beaten,            | Crow,           | crew, <i>r.</i>             | crowed.            |
|              |                        | beat.              | Creep,          | crept,                      | crept.             |
| Begin,       | began,                 | begun.             | Cut,            | cut,                        | cut.               |
| Bend,        | bent,                  | bent.              | Dare,           | durst,                      | dared.             |
| Bereave,     | berest, <i>r.</i>      | berest, <i>r.</i>  |                 | <i>to venture,</i>          |                    |
| Beseech,     | besought,              | besought.          | Dare, <i>r.</i> | <i>to challenge.</i>        |                    |
| Bid,         | bid, bade,             | bidden, bid.       | Deal,           | dealt, <i>r.</i>            | dealt, <i>r.</i>   |
| Bind,        | bound,                 | bound.             | Dig,            | dug, <i>r.</i>              | dug, <i>r.</i>     |
| Bite,        | bit,                   | bitten, bit.       | Do,             | did,                        | done.              |
| Bleed,       | bled,                  | bled.              | Draw,           | drew,                       | drawn.             |
| Blow,        | blew,                  | blown.             | Drive,          | drove,                      | driven.            |
| Break,       | broke,                 | broken.            | Drink,          | drank,                      | drunk.             |
| Breed,       | bred,                  | bred.              | Dwell,          | dwelt, <i>r.</i>            | dwelt, <i>r.</i>   |
| Bring,       | brought,               | brought.           | Eat,            | eat                         | eaten.             |
| Build,       | built,                 | built.             |                 | <i>or ate,*</i>             |                    |
| Burst,       | burst,                 | burst.             | Fall,           | fell,                       | fallen.            |
| Buy,         | bought,                | bought.            | Feed,           | fed,                        | fed.               |
| Cast,        | cast,                  | cast.              | Feel,           | felt, <sup>1</sup>          | felt.              |
| Catch,       | caught, <i>r.</i>      | caught, <i>r.</i>  | Fight,          | fought,                     | fought.            |
| Chide,       | chid,                  | chidden,           | Find,           | found,                      | found.             |
|              |                        | chid.              | Flee,           | fled,                       | fled.              |
| Choose,      | chose,                 | chosen.            | Fling,          | flung,                      | flung.             |

\* ate pronounced et. ●

| <i>Pres.</i> | <i>Imperf.</i>      | <i>Perf. Part.</i> | <i>Pres.</i> | <i>Imperf.</i>   | <i>Perf. Part.</i> |
|--------------|---------------------|--------------------|--------------|------------------|--------------------|
| Fly,         | flew,               | flown.             | Run,         | ran,             | run.               |
| Forget,      | forgot,             | forgotten,         | Saw,         | sawed,           | sawn, <i>r.</i>    |
|              |                     | forgot.            | Say,         | said,            | said.              |
| Forsake,     | forsook,            | forsaken.          | See,         | saw,             | seen.              |
| Freeze,      | froze,              | frozen.            | Seek,        | sought,          | sought.            |
| Get,         | got,                | got.               | Sell,        | sold,            | sold.              |
| Gild,        | gilt, <i>r.</i>     | gilt, <i>r.</i>    | Send,        | sent,            | sent.              |
| Gird,        | girt, <i>r.</i>     | girt, <i>r.</i>    | Set,         | set,             | set.               |
| Give,        | gave,               | given.             | Shake,       | shook,           | shaken.            |
| Go,          | went,               | gone.              | Shape,       | shaped,          | shaped,            |
| Grave,       | graved,             | graven.            |              |                  | shapen.            |
| Grind,       | ground,             | ground.            | Shave,       | shaved,          | shaven, <i>r.</i>  |
| Grow,        | grew,               | grown.             | Shear,       | sheared,         | shorn.             |
| Have,        | had,                | had.               | Shed,        | shed,            | shed.              |
| Hang,        | hung, <i>r.</i>     | hung, <i>r.</i>    | Shine,       | shone, <i>r.</i> | shone, * <i>r.</i> |
| Hear,        | heard,              | heard.             | Show,        | showed,          | shown.             |
| Hew,         | hewed,              | hewn, <i>r.</i>    | Shoe,        | shod,            | shod.              |
| Hide,        | hid,                | hidden, hid.       | Shoot,       | shot,            | shot.              |
| Hit,         | hit,                | hit.               | Shrink,      | shrunk,          | shrunk.            |
| Hold,        | held,               | held.              | Shred,       | shred,           | shred.             |
| Hurt,        | hurt,               | hurt.              | Shut,        | shut,            | shut.              |
| Keep,        | kept,               | kept.              | Sing,        | sung sang,       | sung.              |
| Knit,        | knit, <i>r.</i>     | knit, <i>r.</i>    | Sink,        | sunk sank,       | sunk.              |
| Know,        | knew,               | known.             | Sit,         | sat,             | sat.               |
| Lade,        | laded,              | laden.             | Slay,        | slew,            | slain.             |
| Lay,         | laid,               | laid.              | Sleep,       | slept,           | slept.             |
| Lead,        | led,                | led.               | Slide,       | slid,            | slidden.           |
| Leave,       | left,               | left.              | Sling,       | slung,           | slung.             |
| Lend,        | lent,               | lent.              | Slink,       | slunk,           | slunk.             |
| Let,         | let,                | let.               | Slit,        | slit, <i>r.</i>  | slit, slitted      |
| Lie,         | lay,                | lain.              | Smite,       | smote,           | smitten.           |
|              | <i>to lie down,</i> |                    | Sow,         | sowed,           | sown, <i>r.</i>    |
| Load,        | loaded,             | laden, <i>r.</i>   | Speak,       | spoke,           | spoken.            |
| Lose,        | lost,               | lost.              | Speed,       | sped,            | sped.              |
| Make,        | made,               | made.              | Spend,       | spent,           | spent.             |
| Meet,        | met,                | met.               | Spill,       | spilt, <i>r.</i> | spilt, <i>r.</i>   |
| Mow,         | mowed,              | mown, <i>r.</i>    | Spin,        | spun,            | spun.              |
| Pay,         | paid,               | paid.              | Spit,        | spit spat,       | spit               |
| Put,         | put,                | put.               |              |                  | spitten.           |
| Read,        | read,               | read.              | Split,       | split,           | split.             |
| Rend,        | rent,               | rent.              | Spread,      | spread,          | spread.            |
| Rid,         | rid,                | rid.               | Spring,      | sprung           | sprung.            |
| Ride,        | rode,               | rode or<br>ridden. |              | sprang,          |                    |
|              |                     |                    | Stand,       | stood,           | stood.             |
| Ring,        | rung rang,          | rung.              | Steal,       | stole,           | stolen.            |
| Rise,        | rose,               | risen.             | Stick,       | stuck,           | stuck.             |
| Rive,        | rived,              | riven.             | Sting,       | stung,           | stung.             |

\* Pronounced shon.

| <i>Pres.</i> | <i>Imperf.</i>      | <i>Perf. Part.</i>      | <i>Pres.</i> | <i>Imperf.</i>    | <i>Perf. Part.</i>     |
|--------------|---------------------|-------------------------|--------------|-------------------|------------------------|
| Stink,       | stunk,              | stunk.                  | Tear,        | tore,             | torn.                  |
| Stride,      | strode<br>or strid, | stridden.               | Tell,        | told,             | told.                  |
| Strike,      | struck,             | struck, or<br>stricken. | Think,       | thought,          | thought.               |
| String,      | strung,             | strung.                 | Thrive,      | throve, <i>r.</i> | thriven.               |
| Strive,      | strove,             | striven.                | Throw,       | threw,            | thrown.                |
| Strow,       | strowed,            | strown,                 | Thrust,      | thrust,           | thrust.                |
| or strew,    | or strowed,         | strowed.                | Tread,       | trod,             | trodden.               |
| Swear,       | swore,              | sworn.                  | Wax,         | waxed,            | waxen, <i>r.</i>       |
| Sweat,       | swet, <i>r.</i>     | swet, <i>r.</i>         | Wear,        | wore,             | worn.                  |
| Swell,       | swelled,            | swollen, <i>r.</i>      | Weave,       | wove,             | woven.                 |
| Swim,        | swum<br>swam,       | swum.                   | Weep,        | wept,             | wept.                  |
| Swing,       | swung,              | swung.                  | Win,         | won,              | won.                   |
| Take,        | took,               | taken.                  | Wind,        | wound,            | wound.                 |
| Teach,       | taught,             | taught.                 | Work,        | wrought,          | wrought,<br>or worked. |
|              |                     |                         | Wring,       | wrung,            | wrung.                 |
|              |                     |                         | Write,       | wrote,            | written.               |

The verbs which are conjugated regularly, as well as irregularly, are marked with an *r.* Those preterits and participles which are first mentioned in the list, seem to be the most eligible. There are about 4,300 verbs in the English language, including the defective, of which about 177 are irregular.

DEFECTIVE VERBS.

Defective Verbs are those which are used only in some of their moods and tenses ; as, *am, was, been ; can, could ; may, might ; shall, should ; will, would, &c.*

| <i>Present.</i> | <i>Imperfect.</i> | <i>Perfect Part.</i> |
|-----------------|-------------------|----------------------|
| Can,            | could,            | (wanting.)           |
| May,            | might,            | _____                |
| Shall,          | should,           | _____                |
| Will,           | would,            | _____                |
| Must,           | must,             | _____                |
| Ought,          | ought,            | _____                |
| — —             | quoth,*           | _____                |

ADVERBS.

An Adverb is a part of speech joined to a verb, an adjective, and sometimes to another adverb, to express some quality or circumstance respecting it ; as, " He reads *well* ;" " A *truly* good man ;" " He writes *very correctly*."

\* Pronounced kwith.

Some adverbs are compared thus ; " Soon, sooner, soonest ; often, oftener, oftenest." Those ending in *ly*, are compared by *more* and *most* ; as, " Wisely, more wisely, most wisely."

Phrases which do the office of adverbs, are termed adverbial phrases ; as, " in the best manner possible, in fine, in general, in vain, at most, at least," &c.

Adverbs may be reduced to classes

- Of *number* ; as, " Once, twice, thrice," &c.
- Of *order* ; as, " First, secondly, thirdly, fourthly, fifthly, lastly, finally," &c.
- Of *place* ; " Here, there, where, elsewhere, anywhere, somewhere, nowhere, herein, whither, hither, thither, upward, downward, forward, backward, whence, hence, thence, whithersoever," &c.
- Of *time present* ; as, " Now, to-day," &c.
- Of *time past* ; as, " Already, before, lately, yesterday, heretofore, hitherto, long since, long ago," &c.
- Of *time to come* ; as, " To-morrow, not yet, hereafter, henceforth, henceforward, by and by, instantly, presently, immediately, straightways," &c.
- Of *time indefinite* ; as, " Oft, often, oft-times, often-times, sometimes, soon, seldom, daily, weekly, monthly, yearly, always, when, then, ever, never, again," &c.
- Of *quantity* ; as, " Much, little, sufficiently, how much, how great, enough, abundantly," &c.
- Of *manner or quality* ; as, " Wisely, foolishly, justly, unjustly, quickly, slowly," &c.
- Of *doubt* ; as, " Perhaps, peradventure, possibly, perchance," &c.
- Of *affirmation* ; as, " Verily, truly, undoubtedly, doubtless, certainly, yea, yes, surely, indeed, really," &c.
- Of *negation* ; as " Nay, no, not, by no means, not at all, in no wise," &c.
- Of *interrogation* ; as, " How, why, wherefore, whither," &c.
- Of *comparison* ; as, " More, most, better, best, worse, worst, less, least, very, almost, little, alike," &c.

#### PREPOSITION.

Prepositions serve to connect words with one another, and to show the relation between them. They are, for the most part, set before nouns and pronouns ; as, " He went *from* London *to* York ;" " She is *above* disguise ;" " They are supported *by* industry "-



The following is a list of the principal prepositions :

|      |         |         |         |            |
|------|---------|---------|---------|------------|
| Of   | into    | above.  | at      | off        |
| to   | within  | below   | near    | on or upon |
| for  | without | between | up      | among      |
| by   | over    | beneath | down    | after      |
| with | under   | from    | before  | about      |
| in   | through | beyond  | behind* | against.   |

CONJUNCTION.

A Conjunction is a part of speech that is chiefly used to connect sentences ; so as, out of two or more sentences, to make but one. It sometimes connects only words.

Conjunctions are principally divided into two sorts, the COPULATIVE and DISJUNCTIVE.

The Conjunction Copulative serves to connect or to continue a sentence, by expressing an addition, a supposition, a cause, &c. ; as, " He *and* his brother reside in London ;" " I will go, *if* he will accompany me ;" " You are happy, *because* you are good."

The Conjunction Disjunctive serves, not only to connect and continue the sentence, but also to express opposition of meaning in different degrees ; as, " *Though* he was frequently reprov'd, *yet* he did not reform ;" " They came with her, *but* went away without her."

The following is a list of the principal conjunctions :

The *Copulative*. And, that, both, for, therefore, if, then, since, because, wherefore.

The *Disjunctive*. But, than, though, either, or, as, unless, neither, nor, lest, yet, notwithstanding.

INTERJECTIONS.

Interjections are words thrown in between the parts of a sentence, to express the passions or

emotions of the speaker ; as, "Oh ! I have alienated my friend ; Alas ! I fear, for life ; " O virtue ! how amiable thou art !"

The following are some of the Interjections :  
O ! pish ! heigh ! lo ! behold ! ah ! tush ! fie !  
hush ! hail !

#### OF DERIVATION.

Words are derived from one another in various ways, viz.

1. Substantives are derived from verbs ; as, from "to love" comes "lover."

2. Verbs are derived from substantives, adjectives, and sometimes from adverbs ; as, from "salt" comes "to salt ;" from "warm" comes "to warm ;" from "forward" comes "to forward."

3. Adjectives are derived from substantives ; as, from "health" comes "healthy."

4. Substantives are derived from adjectives ; as, from "white" comes "whiteness."

5. Adverbs are derived from adjectives ; as, from "base" comes "basely."

---

#### SYNTAX.

The third part of Grammar is SYNTAX, which treats of the agreement and construction of words in a sentence.

A sentence is an assemblage of words, forming a complete sense.

Sentences are of two kinds, SIMPLE and COMPOUND.

A simple sentence has in it but one subject, and one finite verb ; as, "Life is short."

A compound sentence consists of two or more

simple sentences connected together ; as, "Life is short, and art is long ;" "Idleness produces want, vice, and misery."

A phrase is two or more words rightly put together, making sometimes part of a sentence, and sometimes a whole sentence.

The principal parts of a simple sentence are, the subject, the attribute, and the object.

The subject is the thing chiefly spoken of ; the attribute is the thing or action affirmed, or denied of it ; and the object is the thing affected by such action.

The nominative denotes the subject, and usually goes before the verb or attribute ; and the word or phrase, denoting the object, follows the verb ; as, "A wise man governs his passions." Here, *a wise man* is the subject ; *governs*, the attribute, or thing affirmed ; and *his passions*, the object.

Syntax principally consists of two parts, Concord and Government.

Concord is the agreement which one word has with another, in gender, number, case, or person.

Government is that power which one part of speech has over another, in directing its mood, tense, or case.

*The principal Rules, in this Syntax, should first be committed to memory by the Pupil ; afterwards, those Appendages and Notes in Italicks, which will be found useful in parsing.*

#### RULE I.

A verb must agree with its nominative case, in number and person ; as, "I learn ;" "Thou art improved ;" "The birds sing."

*Appendage.* The phrases *as follows*, *as appears*, form what are called impersonal verbs, and should, therefore, be confined to the singular number : the construction being, "as it follows," "as it appears ;" and *such as follow*, *such as appear*, to the plural number ; as, "The arguments were as follow," "The positions were such as appear."

*Note 1. The infinitive mood, or part of a sentence, is sometimes*

put as the nominative case to the verb, and may have an adjective agreeing with it; as, "To see the sun is pleasant;" "To be good is to be happy."

*Observation.* The infinitive mood does the office of a substantive in different cases: in the nominative; as, "To play is pleasant:"—in the objective; as, "Boys love to play;" "For to will is present with me; but to perform that which is good, I find not."

*Note 2.* Every verb, except in the infinitive mood, or the participle, ought to have a nominative case, either expressed or implied; as, "Awake; arise;" that is, "Awake ye; arise ye."

*Note 3.* Every nominative case, except the case absolute, and when an address is made to a person, should belong to some verb either expressed or implied; as, "Who wrote this book?" "James;" that is, "James wrote it." "To whom thus Adam," that is, "spoke."

*Note 4.* When a verb comes between two nouns, either of which may be understood as the subject of the affirmation, it may agree with either of them; but some regard must be had to that which is more naturally the subject of it, as also to that which stands next to the verb; as, "His meat was locusts and wild honey;" "The wages of sin is death."

*Note 5.* When the nominative case has no personal tense of a verb, but is put before a participle, independently on the rest of the sentence, it is called the case absolute; as, "Shame being lost, all virtue is lost;" "The lesson having been recited, the boy was dismissed."

The nominative case is commonly placed before the verb; but sometimes it is put after the verb, if it is a simple tense; and between the auxiliary, and the verb or participle, if a compound tense; as,

1st, When a question is asked, a command given, or a wish expressed; as, "Confidest thou in me?" "Read thou;" "Mayst thou be happy!" "Long live the King!"

2d, When a supposition is made, without the conjunction *if*; as, "Were it not for this;" "Had I been there."

3d, When a verb neuter is used; as, "On a sudden appeared the king;" "Above it stood the seraphim."

4th, When the verb is preceded by the adverbs, *here, there, then, thence, hence, thus, &c.*; as, "Here am I;" "There was he slain;" "Then cometh the end;" "Thence ariseth his grief;" "Hence proceeds his anger;" "Thus was the affair settled."

5th, When a sentence depends on *neither* or *nor*, so as to be coupled with another sentence; as, "Ye shall not eat of it, neither shall ye touch it, lest ye die."

6th, When an emphatical adjective introduces a sentence; as, "Happy is the man, whose heart does not reproach him."

#### RULE II.

Two or more nouns, or a noun and pronoun, in the singular number, joined together by a copulative conjunction, expressed or understood, must have verbs, nouns, and pronouns, agreeing with them in the plural number; as, "Socrates and

Plato were wise ; *they* were the most eminent philosophers of Greece ;” “ The sun that rolls over our heads, the food that we receive, the rest that we enjoy, daily *admonish* us of a superiour and superintending Power.”

*Exception to RULE II.* “When a Copulative Conjunction connects two or more nouns, which refer to the same person or thing, the verb should be singular ; as, “ That able scholar and critick had been eminently useful to the cause of religion.”

*Note 1.* When the nouns are nearly related, or scarcely distinguishable in sense, some authors have improperly thought it allowable to put the verbs, nouns, and pronouns, in the singular number. The following sentences are ungrammatical. “ Tranquillity and peace *dwells* there ;” “ Ignorance and negligence *has* produced the effect.”

*Note 2.* In many complex sentences, it is difficult for learners to determine, whether one or more of the clauses are to be considered as the nominative case ; and consequently, whether the verb should be in the singular or plural number. The following are correct examples of both numbers. “ The ship, with all her furniture, *was* destroyed ;” “ The prince, as well as the people, *was* blame-worthy.” “ Virtue, honour, nay, even self-interest, *conspire* to recommend the measure.” “ Nothing *delights* me so much as the works of nature.”

*Note 3.* *If the singular nouns and pronouns, which are joined together by a copulative conjunction, be of several persons, in making the plural pronoun agree with them in person, the second takes place of the third, and the first of both ; as, “ Thou and he shared it between you.” “ James, and thou, and I, are attached to our country.”*

#### RULE III.

The conjunction disjunctive has an effect contrary to that of the conjunction copulative ; for as the verb, noun, or pronoun, is referred to the preceding terms taken separately, it must be in the singular number ; as, “ Ignorance or negligence *has* caused this mistake ;” “ John, James, or Joseph, *intends* to accompany me ;” “ There *is* in many minds, neither knowledge nor understanding.”

*Note 1.* *When singular pronouns, or a noun and pronoun, of different persons, are disjunctively connected, the verb must agree with that person, which is placed nearest to it ; as, “ I or thou art to blame ;” “ Thou or I am in fault ;” “ I, or thou, or he, is the author of it ;” “ George or I am the person.” But it would be better to say, “ Either I am to blame or thou art,” &c.*

*Note 2. When a disjunctive occurs between a singular noun, or pronoun, and a plural one, the verb is made to agree with the plural noun and pronoun; but in this case, when it can be done, the plural noun or pronoun should be placed next to the verb; as "Neither poverty nor riches were injurious to him;" "I or they were offended by it."*

## RULE IV.

A noun of multitude, or signifying many, may have a verb or pronoun agreeing with it, either of the singular or plural number; yet not without regard to the import of the word, as conveying unity or plurality of idea; as, "The meeting *was* large;" "The parliament *is* dissolved;" "The nation *is* powerful;" "My people *do* not consider: *they* have not known me;" "The multitude eagerly *pur-*sue pleasure as *their* chief good;" "The council *were* divided in *their* sentiments."

## RULE V.

*Part 1.* Pronouns must always agree with their antecedents, and the nouns for which they stand, in gender and number; as, "This is the friend *whom* I love;" "That is the vice *which* I hate;" "The king and the queen had put on *their* robes;" "The moon appears, and *she* shines, but the light is not *her* own."

*Part 2.* The relative is of the same person as the antecedent, and the verb agrees with it accordingly; as, "Thou *who* lovest wisdom;" "I *who* speak from experience."

*App. 1.* Every relative must have an antecedent to which it refers, either expressed or implied; as, "Who is fatal to others, is so to himself;" that is, "the man *who* is fatal to others."

*App. 2.* What is very frequently used as the representative of two cases; one the objective after a verb or preposition, and the other, the nominative to a subsequent verb; as, "I heard *what* was said." "He related *what* was seen."

*App. 3.* The relative frequently refers to a whole clause in the sentence, instead of a particular word in it; as, "The resolution was adopted hastily, and without due consideration, *which* produced great dissatisfaction;" that is, "which thing," namely, the hasty adoption of the resolution.

*App. 4.* Whatever relative is used, in one of a series of clauses relating to the same antecedent, the same relative ought generally to be used in them all. In the following sentence, this rule is violated: "It is remarkable that Holland, against *which* the war was undertaken, and *that*, in the very beginning, was reduced to the brink of destruction, lost nothing." It should have been, "and *which* in the very beginning."

*App. 5.* The neuter pronoun, by an idiom peculiar to the English language, is frequently joined in explanatory sentences, with a noun or pronoun of the masculine or feminine gender; as, "It was I;" "It was the man or woman that did it."

*App. 6.* The neuter pronoun *it* is sometimes omitted and understood: thus we say, "As appears, as follows," for "As it appears, as it follows;" and "May be," for "It may be."

*App. 7.* The neuter pronoun *it* is sometimes employed to express:—

1st, The subject of any discourse or inquiry; as, "It happened on a summer's day;" "Who is *it* that calls on me?"

2d, The state or condition of any person or thing; as, "How is *it* with you?"

3d, The thing, whatever it be, that is the cause of any effect or event, or any person considered merely as a cause; as, "We heard her say, *it* was not he:" "The truth is, *it* was I that helped her."

*Remark.* *What* is sometimes applied, in a manner which appears to be exceptionable; as, "All fevers except *what* are called nervous," &c. It would at least be better to say, "except *those which* are called nervous."

*Note 1.* Personal pronouns being used to supply the place of the noun, are not employed in the same part of a sentence as the noun which they represent; for it would be improper to say, "The king *he* is just;" "I saw *her* the queen;" "The men *they* were there."

*Note 2.* The pronoun *that* is frequently applied to persons as well as things; but after an adjective in the superlative degree, and after the pronominal adjective same, it is generally used in preference to *who* or *which*; as, "Charles XII. King of Sweden, was one of the greatest madmen *that* the world ever saw;" "He is the same man *that* we saw before."

*Rem.* There are cases wherein we cannot conveniently dispense with the relative *that*, as applied to persons; as, First, after *who* the interrogative; "Who *that* has any sense of religion, would have argued thus?" Secondly, when persons make but a part of the antecedent; "The woman, and the estate, *that* became his portion, were rewards far beyond his desert."

*Note 3.* The pronouns *whichever*, *whosoever*, and the like, are elegantly divided by the interposition of the corresponding substantives; "On which side soever the king cast his eyes."

*Note 4.* Many persons are apt, in conversation, to put the ob-

jective case of the personal pronouns in the place of *these* and *those*; as, "Give me them books," instead of "*those* books." It is better to say, "*They* that, or *they* who sow in tears sometimes reap in joy," than to say, "*Those* who," &c.

*Rem.* It is not, however, always easy to say, whether a personal pronoun or a demonstrative is preferable, in certain constructions. "We are not unacquainted with the calumny of *them* [or *those*] who openly make use of the warmest professions."

*Note 5.* The word *what* is sometimes improperly used for *that*, as, "They will never believe but *what* I have been entirely to blame." The word *somewhat*, in the following sentence, is improperly used. "These punishments seem to have been exercised in *somewhat* an arbitrary manner; that is, in a manner *which* is in some respects arbitrary."

*Note 6.* The pronoun relative who should be confined to the proper names of persons, or the general terms, man, woman, &c. except when a term directly and necessarily implies persons. It is incorrect to say, "The faction *who*;" "France *who*;" "The Court *who*;" "The family *who*," &c.

In the following, and similar sentences, who is admitted; "The inhabitants with *whom* some cities abound;" "None of the company *whom* he most affected," &c.

*Note 7.* The personal pronoun is improperly applied to children and to animals; thus we say, "*It* is a lovely child." "That fowl *which* nature has taught to dip the wing in water."

*Note 8.* When the name of a person is used merely as a name, and it does not refer to the person, the pronoun *which* and not *who* should be used; as, "It is no wonder if such a man did not shine at the court of queen Elisabeth, *which* was but another name for prudence and economy."

*Which* is also used to distinguish one person of two, or a particular person among a number of others; as, "*Which* of the two," or, "*Which* of them, is he or she?"

*Note 9.* There should be no ambiguity in the use of the pronoun relative; as, when we say, "The disciples of Christ, *whom* we imitate." Is *Christ* or *disciples* the antecedent?

*Note 10.* *It is* and *it was*, are often used in a plural construction; as, "*It is* a few great men who decide;" "*It is* they that are the real authors;" "*It was* the hereticks that first began to rail."

*Rem.* This license in the construction of *it is*, (if it be proper to admit it at all,) has, however, been certainly abused in the following sentence, which is thereby made a very awkward one. "*It is* wonderful the very few accidents, which, in several years, happen from this practice."

*Note 11.* The interjections *O!* *Oh!* and *Ah!* require the objective case of a pronoun in the first person after them; as, "*O* me! *Oh* me! *Ah* me!" But the nominative case in the second person; as, "*O* thou persecutor!" "*Oh* ye hypocrites!" "*O* thou, who dwellest," &c.



## RULE VI.

*Part. 1.* The relative is the nominative case to the verb, when no nominative case comes between it and the verb ; as, "The master *who* taught us;" "The trees *which* are planted."

*Part. 2.* When a nominative comes between the relative and the verb, the relative is governed by some word in its own member of the sentence ; as, "He *who* preserves me, to *whom* I owe my being, *whose* I am, and *whom* I serve, is eternal."

*App. 1.* When both the antecedent and the relative become nominatives, each to different verbs, the relative is the nominative to the former, and the antecedent to the latter verb ; as, "True philosophy, *which* is the ornament of our nature, consists more in the love of our duty, and the practice of virtue, than in great talents and extensive knowledge."

*Note 1.* The noun or pronoun containing the answer, must be in the same case as that which contains the question ; as, "Whose books are these? They are *John's*." "Who gave them to him? *We*." "Of whom did you buy them? Of a bookseller ; *him* who lives at the Bible and Crown."

*App. 2.* As the relative pronoun, when used interrogatively, refers to the subsequent word or phrase containing the answer to the question, that word or phrase may properly be termed the *subsequent* to the interrogative.

*App. 3.* Pronouns are sometimes made to precede the things which they represent ; as, "If a man declares in autumn, when he is eating *them*, or in spring when there are *none*, that he loves *grapes*," &c. But this is a construction which is very seldom allowable.

## RULE VII.

When the relative is preceded by two nominatives of different persons, the relative and verb may agree in person with either, according to the sense ; as, "I am the man *who* command you ;" or, "I am the man *who* commands you."

*App.* When the relative and the verb have been determined to agree with either of the preceding nominatives, that agreement must be preserved throughout the sentence ; as in the following instance ; "I am the Lord that maketh all things : and stretcheth forth the heavens alone." *Isa. xlv. 24.*

## RULE VIII.

*Part. 1.* Every adjective, and every adjective

pronoun, belongs to a substantive expressed or understood; as, "He is a *good*, as well as a *wise man*;" "*Few* are *happy*;" that is, "*persons*;" "*This* is a pleasant walk;" that is, "*this walk is*," &c.

*Part. 2.* Adjective pronouns must agree, in number, with their substantives; as, "This book, these books; that sort, those sorts; another road, other roads."

*App.* An adjective pronoun in the plural number, will sometimes properly associate with a singular noun; as, "Our desire, your intention, their resignation."

"Full *many* a gem, of purest ray serene,  
The dark, unfathom'd caves of ocean bear;  
Full *many* a flower is born to blush unseen,  
And waste its sweetness on the desert air."\*

### 1. ADJECTIVE PRONOUNS.

*Note 1.* The phrases *this means* and *that means* should be used only when they refer to what is singular; *these means* and *those means*, when they respect plurals; as, "He lived temperately, and by *this means* preserved his health;" "The scholars were attentive, industrious, and obedient to their tutors; and by *these means* acquired knowledge."

*Note 2.* *That* is used in reference to the former of two persons or things, and *this* in reference to the latter; as, "Self-love, which is the spring of action in the soul, is ruled by reason: but for *that*, man would be inactive; and but for *this*, he would be active to no end."

*Note 3.* The distributive adjective pronouns, *each*, *every*, *either*, agree with the nouns, pronouns, and verbs, of the singular number only, except the plural noun convey a collective idea; as, "The king of Israel, and Jehoshaphat, the king of Judah, sat *each* on his throne;" "*Every* tree is known by its fruit;" "*Either* of the two is eligible;" "*Every* six months."†

*Obs.* *Each* signifies both of them taken distinctly or separately;

\* "Many a gem" and "many a flower" are idiomatical phrases denoting many individuals of the same species, which are taken separately and singly, without regard to the idea of a collective number or multitude. The pronoun *many* seems to respect the substantives in these phrases, as being in a multiplied sense limited to *unity* by the article *a*. Without the article, the phrases, *many gem* and *many flower*, would make what may be termed grammatical discord.

*Editor.*

† *This note forms another exception to Rule II.*

*either* properly signifies only the one or the other of them, taken disjunctively.

*Rem.* *Either* is often used improperly instead of *each*; as, "Nadab and Abihu, the sons of Aaron, took *either* of them his censer."

## 2. ADJECTIVES.

*Note 4. Part 1.* Adjectives are sometimes improperly applied as adverbs; as, "Indifferent honest; excellent well; miserable poor;" instead of "Indifferently honest; excellently well; miserably poor."

*Part 2.* Adverbs are likewise improperly used as adjectives; as, "The tutor addressed him in terms rather warm, but *suitably* to his offence;" it should be "*suitable* to his offence."

*Part 3.* The adjective pronoun *such*, is often misapplied; as, "He was such an extravagant young man, that he spent his whole patrimony in a few years;" it should be, "*so extravagant a young man.*"

*Note 5.* Double comparatives and superlatives should be avoided; such as, "A worse conduct;" "A more serener temper;" "The most straitest sect."

*Note 6.* Adjectives that have in themselves a superlative signification, do not properly admit of the comparative or superlative form; such as, "Chief, extreme, perfect, right, universal, supreme," &c.

*Note 7.* The degrees of comparison are often inaccurately applied and constructed; thus, "This noble nation hath, of all others, admitted fewer corruptions;" it should be, "This noble nation hath admitted fewer corruptions than any other." "The weakest of the two;" it should be, "The weaker of the two," because only two things are compared. "Covetousness, of all vices, enters the deepest into the soul;" it should have been, "most deeply."

*Note 8.* In some cases, adjectives should not be separated from their substantives, even by words which modify their meaning, and make but one sense with them; as, "A large enough number surcly;" it should be, "A number large enough."

The adjective, in English, is usually placed before its substantive; as, "A generous man;" but comes after the substantive:

1st, When something depends upon the adjective, or when it gives a better sound; as, "A man generous to his enemies."

2d, When the adjective is emphatical; as, "Alexander the *Great.*"

3d, When several adjectives belong to one substantive; as, "A man just, wise, and charitable."

4th, When the adjective is preceded by an adverb; as, "A boy regu- larly studious."

5th, When the verb *to be*, in any of its variations, comes between a substantive and an adjective, the adjective may frequently either precede or follow it; as, "The man is *happy*;" or "*happy* is the man who makes virtue his choice."

6th, When the adjective expresses some circumstance of a substantive placed after an active verb; as, "Vanity often renders its possessor *despicable.*"

## RULE IX.

*Part 1.* The article *a* or *an* agrees with nouns in the singular number only, individually or collectively ; as, "A Christian, an infidel, a score, a thousand."

*Part 2.* The definite article *the* may agree with nouns in the singular or plural number ; as, "The garden, the house, the stars."

*Part 3.* The articles are often properly omitted: when used they should be justly applied, according to their distinct nature ; as, "Gold is corrupting ; The sea is green ; A lion is bold."

*Note 1.* A nice distinction of the sense is sometimes made by the use or omission of the article *a*. If I say, "He behaved with a little reverence ;" my meaning is positive. If I say, "He behaved with little reverence ;" my meaning is negative.

*Note 2.* In general, it may be sufficient to prefix the article to the former of two words in the same construction ; as, "There were many hours both of the night and day."

For the sake of emphasis, we often repeat the article in a series of epithets. "He hoped that this title would secure him *an* ample and *an* independent authority."

*Note 3.* In common conversation, and in familiar style, we frequently omit the articles, which might be inserted with propriety in writing, especially in a grave style. "At worst, time might be gained by this expedient ;" "At *the* worst," would have been better. "Give me here John Baptist's head ;" better, "John *the* Baptist's head ;" or, "The head of John *the* Baptist."

## RULE X.

One substantive governs another signifying a different thing, in the possessive or genitive case ; as, "My father's house ;" "Man's happiness ;" "Virtue's reward."

*App. 1.* *Substantives govern pronouns as well as nouns in the possessive case ;* as, "Every tree is known by *its* fruit ;" "Goodness brings *its* reward ;" "That desk is *mine* ;" "This composition is *his*."

*App. 2.* *The pronoun his, when detached from the noun to which it relates, is to be considered not as a possessive pronoun, but as the genitive case of the personal pronoun ;* as, "This composition is *his*." "Whose book is that ?" "*His*."

*Illustration.* The difference between the *adjective* and *personal* pronouns will be seen in the following sentences : "Is it *her* or *his* honour that is tarnished ?" "It is not *hers*, but *his*."

*App. 3. When two or more nouns come together, or a noun and pronoun, and signify the same thing, they are said to be in apposition, and agree in case; as, "Paul the apostle;" "George, King of Great Britain, elector of Hanover," &c. "Maria rejected Valerius, the man [him] whom she had rejected before."*

*App. 4. Nouns are not unfrequently set in apposition to sentences, or clauses of sentences; as, "If a man had a positive idea of infinite, either duration or space, he could add two infinites together; nay, make one infinite infinitely bigger than another; absurdities too gross to be confuted." Here the absurdities are the whole preceding propositions.*

*Note 1. Part 1. When several nouns come together in the possessive case, the apostrophe with s is annexed to the last, and understood in the rest; as, "John and Eliza's books;" "This was my father, mother, and uncle's advice."*

*But if any words intervene, the sign of the possessive should be annexed to each; as, "They are John's as well as Eliza's books."*

*Part 2. When any subject or subjects are considered as the common property of two or more persons, the sign of the possessive is affixed only to the noun of the last person; as, "This is Henry, William, and Joseph's estate."*

*Part 3. But when several subjects are considered as belonging separately to distinct individuals; the names of the individuals have the sign of the possessive case annexed to each of them; as, "These are Henry's, William's, and Joseph's estates."*

*Rem. It is, however, better to say, "It was the advice of my father, mother, and uncle;" "This estate belongs in common to Henry, William, and Joseph."*

*Note 2. Part 1. In poetry, the additional s is frequently omitted, but the apostrophe retained; as, "The wrath of Peleus' son."*

The following examples in prose are erroneous: "Moses' minister;" "Phinehas' wife;" "Festus came into Felix' room;" they should have been, "Moses's, Phinehas's, Felix's."

*Part 2. But when cases occur which would give too much of the hissing sound, or increase the difficulty of pronunciation, the omission of the apostrophick s takes place even in prose; as, "For righteousness' sake;" "For conscience' sake."*

*Note 3. Explanatory circumstances ought not to be used between the possessive case and the word which follows it; as, "She began to extol the farmer's, as she called him, excellent understanding;" it ought to be, "The excellent understanding of the farmer, as she called him."*

*Rem. The word in the genitive case is frequently placed improperly; as, "This fact appears from Dr. Pearson of Birmingham's experiments;" it should be, "From the experiments of Dr. Pearson of Birmingham."*

*Note 4. Part. 1. When terms signifying a name and an office are connected, that which denotes the name of person should be possessive; as, "I left the parcel at Smith's the bookseller."*

**Part 2.** A phrase in which the words are so connected and dependent, as to admit of no pause before the conclusion, necessarily requires the genitive sign at or near the end of the phrase; as, "Whose prerogative is it? It is the king of Great Britain's;" "That is the duke of Bridgewater's canal," &c.

**Part 3.** When words in apposition follow each other in quick succession, the genitive sign should have a similar situation; especially if the noun which governs the genitive be expressed; as, "The emperor *Leopold's*;" "Dionysius the *tyrant's*;" "For David my *servant's* sake;" "Give me John the *Baptist's* head;" "Paul the *apostle's* advice."

**Part 4.** But when a pause is proper, and the governing noun not expressed; and when the latter part of the sentence is extended; it appears to be requisite that the sign should be applied to the first genitive, and understood to the other; as, "I reside at Lord *Stormont's*, my old patron and benefactor;" "Whose glory did he emulate? He emulated Cæsar's, the greatest general of antiquity."

**Note 5.** The English genitive, or possessive case, has often an unpleasant sound, so that we daily make more use of the particle *of* to express the same relation; thus, instead of saying, "The *army's* name, the *Commons'* vote, the *Lords'* house;" we say, "The name of the army, the vote of the Commons, the house of Lords."

**Rem.** The use of three substantives dependent on one another, and connected by the preposition *of* applied to each of them, is not to be recommended.

**Note 6.** In some cases we use both the possessive termination and the preposition *of*; as, "It is a discovery of Sir Isaac Newton's." The word *genius*, or *property*, &c. may be understood at the end of such phrases, and the noun or pronoun signifying the possessor, is governed in the possessive case, by the noun signifying the thing possessed.

**Note 7.** When an entire clause of a sentence, beginning with a participle of the present tense, is used as one name, or to express one idea of circumstance, the noun on which it depends may be put in the possessive case; thus, we say, "What is the reason of this person's dismissing of his servant so hastily?" Just as we say, "What is the reason of this person's hasty dismissal of his servant?"

#### RULE XI.

Active-transitive verbs govern the objective case; as, "Truth ennobles *her*;" "She comforts *me*;" "They support *us*;" "Virtue rewards *her* followers."

**App. 1.** Verbs neuter or intransitive do not act upon, or govern, nouns and pronouns. "He sleeps; they muse;" &c. are not transitive, and therefore not followed by an objective case specifying the object of an action.

*App. 2.* In the phrases, "To dream a dream," "To live a virtuous life," "To run a race," "To walk the horse," "To dance the child," the verbs certainly assume a transitive form, and may not in these cases, be improperly denominated transitive verbs.

*App. 3.* Part of a sentence, as well as a noun or pronoun, may be said to be in the objective case, or to be put objectively, governed by the active verb; as, "We sometimes see virtue in distress: but we should consider how great will be her ultimate reward."

Sentences or phrases under this circumstance, may be termed *objective sentences or phrases.*

*App. 4.* Some verbs appear to govern two words in the objective case; "The author of my being formed me man, and made me accountable to him." "They desired me to call them brethren." "He seems to have made him what he was."

*Note 1.* Some writers use certain neuter verbs as if they were transitive, improperly putting after them the objective case; as, "Repenting him of his design;" "The nearer his successes approached him to the throne;" "The popular lords did not fail to enlarge themselves upon the subject;" "Repenting of his design; approached to the throne; enlarge upon the subject."

*Note 2.* Active verbs are sometimes as improperly made neuter; as, "I must premise with three circumstances;" "Those that think to ingratiate with him by calumniating me;" it should be, "premise three circumstances, ingratiate themselves."

*Note 3.* Neuter verbs of motion and change, are varied like the active, and admit of the passive form, retaining still the neuter signification; as, "I am come; I was gone; I am grown; I was fallen."

The following examples should have an active, and not a passive form: "We are infinitely swerved; the whole obligation was also ceased; the number was now amounted," &c.

*Note 4. Part 1.* The verb to be, and other intransitive verbs, through all their variations, may have the same case after them, as that which next precedes them; as, "I am he whom they invited;" "I believe it to have been them;" "He desired to be their king;" "She walks a queen."

*Part 2.* When the verb to be is understood, it has the same case before and after it as when it is expressed; as, "He seems the leader of the party;" "He shall continue steward;" "They appointed me executor;" "I supposed him a man of learning;" that is, "He seems to be the leader of the party," &c.

*Part 3.* Passive verbs which signify naming, and others of a similar nature, have the same case before and after them; as, "He was called Caesar;" "She was named Penelope;" "Homer is styled the Prince of poets;" "James was created a duke," &c.

*Part 4.* The verbs to Become, wander, go, return, expire, appear, die, live, look, grow, seem, roam, and others, are of this nature.

*Note 5. The auxiliary let,\* governs the objective case; as, "Let him beware;" "Let us judge candidly;" "Let them not presume.;" "Let George study his lesson."*

RULE XII.

One verb governs another that follows it, or depends upon it, in the infinitive mood; as, "Cease to do evil; learn to do well;" "We should be prepared to render an account of our actions."

*App. 1. The infinitive is frequently governed by adjectives, substantives, and participles; as, "He is eager to learn;" "She is worthy to be loved;" "They have a desire to improve;" "Endeavouring to persuade."*

*App. 2. The infinitive sometimes follows the word as: thus, "An object so high as to be invisible;" "A question so obscure as to perplex the understanding."*

*App. 3. The infinitive occasionally follows than after a comparison; as, "He desired nothing more than to know his own imperfections."*

*App. 4. The infinitive mood is often made absolute, or used independently on the rest of the sentence, supplying the place of the conjunction that, with the potential mood; as, "To confess the truth, I was in fault;" that is, "That I may confess," &c.*

*App. 5. The verbs, Bid, dare, need, make, see, hear, feel, and also let, not used as an auxiliary; and a few others, have, in the active form, the infinitive after them without the sign to before it; as, "I bade him do it;" "Ye dare not do it;" "I saw him do it;" "I heard him say it;" "Thou lettest him go."*

*Note 1. The particle to, the sign of the infinitive mood, is sometimes improperly used; as, "I have observed some satirists to use," &c.; "To see so many to make so little conscience of so great a sin;" "I am not like other men, to envy the talents I cannot reach."*

RULE XIII.

In the use of words and phrases which, in point of time, relate to each other, a due regard to that relation should be observed. Instead of saying, "The Lord hath given, and the Lord hath taken away;" we should say, "The Lord gave, and the

\* In philosophical strictness, both number and person might be entirely excluded from every verb. They are, in fact, the properties of substantives, not a part of the essence of a verb. Even the name of the imperative mood, does not always correspond to its nature; for it sometimes petitions as well as commands. But, with respect to all these points, the practice of our grammarians is so uniformly fixed, and so analogous to the languages, ancient and modern, which our youth have to study, that it would be an unwarrantable degree of innovation, to deviate from the established terms and arrangements.—See *Imperative Mood*, p. 31.



Lord *hath taken away.*” Instead of, “*I remember the family more than twenty years ;*” it should be, “*I have remembered the family more than twenty years.*”

*Obs.* Whatever period the governing verb assumes, whether present, past, or future, the governed verb in *the infinitive* always respects that period, and its time is calculated from it.

*Note 1.* All verbs expressive of hope, desire, intention, or command, must invariably be followed by the present, and not the perfect of the infinitive. “The last week I intended to *have written ;*” it ought to be, “The last week I intended *to write.*”

*Obs. 1.* When the action or event, signified by a verb in the infinitive mood, is *contemporary* or *future*, with respect to the verb to which it is chiefly related, the present of the infinitive is required: When it is *not* contemporary *nor* future, the perfect of the infinitive is necessary: thus, in recollecting the sight of a friend, some time having intervened between the *seeing* and the *rejoicing*, I should say, “I rejoiced *to have seen* my friend.” If my joy and the presence of my friend were contemporary, I should say, “I rejoiced *to see* my friend.”

*Obs. 2.* In referring to declarations made by another person, the present tense must be used, if the position is immutably the same at all times, or supposed to be so; as, “The bishop declared, that virtue *is* always advantageous.”

But if the assertion referred to something, that is not always the same, or supposed to be so, the past tense must be applied; as, “George said that he *was* very happy.”

#### RULE XIV.

Participles have the same government as the verbs have from which they are derived, and agree with substantives like adjectives; as, “I am weary with *hearing him ;*” “She is *instructing us ;*” “The tutor is *admonishing Charles.*”

*App. 1.* A participial or verbal noun, whether simple or compound, may be either in the nominative or objective case, and may have a verb and adjective referring to it; as, “Reading *is* useful;” “He mentioned a boy’s *having been corrected* for his faults;” “The boy’s *having been corrected* is shameful to him.”

*App. 2.* A participial noun, governed by a preposition, or used as a nominative, may govern the objective case; as, “John was sent to prepare the way by *preaching repentance*, and by *instructing the people ;*” “*Making books* is his amusement;” “Her employment is *drawing maps.*”

*App. 3.* The active participle is frequently used without an obvious reference to any noun or pronoun; as, “Generally *speaking*, his conduct was very honourable;” “*Granting* this to be true,” &c. In such instances, a pronoun is to be understood.

**Note 1.** When the article *a, an, or the,* precedes the participle, it becomes a substantive, and must have the preposition *of* after it; as, "By *the* observing of the rules, you may avoid mistakes;" "This was *a* betraying of the trust;" "It is *an* overvaluing of ourselves."

**Note 2.** When the pronoun precedes the participial noun, the preposition *of* should follow it; as, "Much depends on *their* observing of the rule, and error will be the consequence of *their* neglecting of it."

**Note 3.** The perfect participle and the imperfect tense, when different in form, must not be used indiscriminately; as, it is frequently and erroneously said, "He begun," for "he began;" "He run," for "he ran;" "He drunk," for "he drank."

#### RULE XV.

Adverbs, though they have no government of case, tense, &c. require an appropriate situation in the sentence, *viz.* for the most part before adjectives, after verbs active or neuter, and frequently between the auxiliary and the verb; as, "He made *a very sensible* discourse; he *spoke unaffectedly and forcibly,* and *was attentively heard* by the whole assembly."

**Note 1. Part 1.** The adverb *never* generally precedes the verb; as, "I *never* was there;" "He *never* comes at a proper time."

It is placed indifferently either before or after an auxiliary verb; as, "He was *never* seen (or *never* was seen) to laugh from that time."

**Part 2.** *Ever* is sometimes improperly used for *never*; as, "I seldom or *ever* see him;" it should be, "I seldom or *never,*" &c.

**Note 2. Part 1.** The adverb of place *where,* is often improperly used instead of the pronoun relative and a preposition; as, "They framed a protestation, *where* they repeated all their former claims;" that is, "*in which* they repeated."

**Part 2.** The adverbs *here, there, where,* are often improperly applied to verbs signifying motion, instead of *hither, thither whither*; as, "He came here hastily;" "They rode there with speed;" "Where are you going?" They should be, "He came *hither*;" "They rode *thither*;" "*Whither* are you going?"

**Note 3.** Some adverbs are improperly used as substantives; as, "In 1687, he erected it into a community of regulars, since *when,* it has begun to increase;" that is, "Since *which time.*" "It is worth their while;" that is, "It deserves their time and pains." "To do a thing *anyhow*;" that is, "in any manner;" or, "*somehow*;" that is, "in some manner."

#### RULE XVI.

Two negatives, in English, destroy one another,

## SYNTAX.

or are equivalent to an affirmative ; as, “ *Nor did they not perceive him ;*” that is, “ they did perceive him ;” “ *His language, though inelegant, is not ungrammatical ;*” that is, “ it is grammatical.”

### RULE XVII.

Prepositions govern the objective case ; as, “ *I have heard a good character of her ;*” “ *From him that is needy turn not way ;*” “ *A word to the wise is sufficient for them ;*” “ *We may be good and happy without riches.*”

*App. 1. Participles are frequently used as prepositions ; as, excepting, respecting, touching, concerning, according. “ They were all in fault except or excepting him.”*

*App. 2. The prepositions to and for are often understood, chiefly before the pronouns ; as, “ Give me the book ;” “ Get me some paper ;” that is, “ To me ; for me.” “ Wo is me ;” “ He was banished England ;” that is, “ To me ;” “ From England.”*

*Note 1. The preposition is often ungracefully separated from the relative which it governs ; as, “ Whom will you give it to ?” instead of, “ To whom will you give it ?”*

*Note 2. Some writers inelegantly separate the preposition from the noun or pronoun which it governs, in order to connect different prepositions with the same word ; as, “ To suppose the zodiack and planets to be efficient of, and antecedent to themselves.”*

*Obs. In forms of law, where fulness and exactness of expression must take place of every other consideration, this construction may be admitted.*

*Note 3. Different relations, and different senses, must be expressed by different prepositions, though in conjunction with the same verb or adjective : Thus we say, “ To converse with a person, upon a subject, in a house,” &c.*

*Note 4. An accurate and appropriate use of the preposition is of great importance.*

**FIRST**—With respect to the preposition **OF** ; as,  
“ *He is resolved of going to the Persian court ;*” “ *ongoing,*” &c.  
“ *The rain hath been falling of a long time ;*” “ *falling a long time.*”

“ *He went out of an evening ;*” “ *an evening.*”  
**SECOND**—With respect to the prepositions **TO** and **FOR** ; as,  
“ *You have bestowed your favours to the most deserving persons ;*” “ *upon the most deserving,*” &c.

“ *He accused the ministers for betraying the Dutch ;*” “ *of having betrayed,*” &c.

**THIRD**—With respect to the prepositions **WITH**, **ON**, and **UPON** ; as,

"Reconciling himself with the king;" "to the king."

"It is a use that perhaps I should not have thought on;" "thought of."

"A great quantity may be taken from the heap, without making any sensible alteration upon it;" "in it."

FOURTH—With respect to the prepositions IN, FROM, INTO AFTER, BY, OUT OF, AT, &c.; as,

"They should be informed in some parts of his character;" "about," or "concerning," &c. &c.

Note 5. Part 1. The preposition *to* is used before nouns of place, when they follow verbs and participles of motion; as, "I went *to* London;" "I am going *to* town."

Part 2. *In* is set before countries, cities, and large towns; as, "He lives *in* France, *in* London, or *in* Birmingham."

Part 3. *At* is generally used after the verb *to be*; as, "I have been *at* London;" and before villages, single houses, and cities, which are in distant countries; as, "He lives *at* Hackney;" "He resides *at* Montpelier."

#### RULE XVIII.

Conjunctions connect the same moods and tenses of verbs, and cases of nouns and pronouns; as, "Candour is to be approved and practised;" "If thou sincerely *desire*, and earnestly *pursue* virtue, she *will* assuredly *be found* by thee, *and prove* a rich reward;" "The master taught *her and me* to write;" "*He and she* were school-fellows."

Note 1. Conjunctions are, indeed, frequently made to connect different moods and tenses of verbs; but, in these instances, the nominative must generally, if not always, be repeated; as, "He *lives* temperately, *and he should live*-temperately."

#### RULE XIX.

Part 1. Some conjunctions require the indicative, some the subjunctive mood, after them. It is a general rule, that when something contingent or doubtful is implied, the subjunctive ought to be used; as, "*If I were* to write, he would not regard it;" "He will not be pardoned, *unless he repent*."

Part 2. Conjunctions that are of a positive and absolute nature, require the indicative mood. "As virtue *advances*, so vice *recedes*;" "He is healthy, *because he is temperate*."

App. 1. The particle *as*, when it is connected with the pronoun *such*, or *many*, has the force of a relative pronoun; as, "Let *such*

as presume to advise others, look well to their own conduct ;" "As many as were ordained to eternal life believed."

*App. 2.* The conjunctions, *if, though, unless, except, whether, &c.* generally require the subjunctive mood after them; but, when the sentence does not imply doubt, they admit of the indicative; as, "Though he *is* poor, he is contented."

*Note 1.* *Lest* and *that*, annexed to a command preceding, necessarily require the subjunctive mood; as, "Love not sleep, *lest* thou come to poverty;" "Take heed *that* thou *speak* not to Jacob."

*If* with *but* following it, when futurity is denoted, requires the subjunctive mood; as, "*If* he *do but* touch the hills, they shall smoke." "*If* he *be but* discreet, he will succeed."

But the indicative ought to be used, on this occasion, when future time is not signified; as, "*If*, in this expression, he *does but* jest, no offence should be taken." "*If* she *is but* sincere, I am happy."

The same distinction applies to the following forms of expression: "If he *do* submit, it will be from necessity;" "Though he *does* submit, he is not convinced;" "If thou *do* not reward this service, he will be discouraged;" "If thou *dost* heartily forgive him, endeavour to forget the offence."

*Note 2.* In some instances, the conjunction *that*, expressed or understood, seems to be improperly accompanied with the subjunctive mood; as, "So much she dreaded his tyranny, *that* the rate of her friend she *dare* not lament."—"She *dares* not lament."

*Note 3.* The same conjunction governing both the indicative and the subjunctive moods, in the same sentence, and in the same circumstances, seems to be a great impropriety; as, "*If* there *be* but one body of legislators, it is no better than a tyranny; *if* there *are* only two, there will want a casting voice." "*If* a man *have* a hundred sheep, and one of them *is* gone astray," &c.

*Note 4.* An ellipsis, in the conjunctive form of words, often creates irregularities in the construction of sentences; as, "We shall overtake him, though he *run*;" that is, "though he *should* run."

Contingency and futurity both concur in the right use of the present tense of the verb in the subjunctive mood; as, "If thou *injure* another, thou wilt injure thyself;" "If he *continue* impenitent, he must suffer."

*Note 5.* The auxiliary *have*, in the perfect tense of the subjunctive mood, is, by some writers, improperly used instead of *hast* and *has*; as, "If thou *have* determined, we must submit;" "Unless he *have* consented," &c.: The verbs should be, "*hast* determined, *has* consented."

*Note 6.* The pluperfect and future tenses of the subjunctive are sometimes improperly expressed: thus, "If thou *had* applied thyself diligently, thou wouldst have reaped the advantage;" "Unless thou *shall* speak the whole truth, we cannot determine;" "If

thou *will* undertake the business, there is little doubt of succes." The auxiliaries *hadst*, *shalt*, and *will*, should have been used.

*Note 7.* The second person singular of the imperfect tense in the subjunctive mood, is sometimes wrongly used; as, "If thou *loved* him truly, thou wouldst obey him;" "Though thou *did* conform, thou hast gained nothing by it;" "*lovedst*, *didst*."

*Note 8. Part 1.* The auxiliaries of the potential mood, when applied to the subjunctive, do not change the termination of the second person singular. We properly say, "If thou *mayst* or *canst* go;" "Though thou *mightst* live;" "Unless thou *couldst* read;" "If thou *wouldst* learn;" and not, "If thou *may* or *can* go," &c.

*Part 2.* Some authors think, that when *that* expresses the motive or end, the termination of these auxiliaries should be varied; as, "I advise thee, *that* thou may beware;" "He checked thee, *that* thou *should* not presume;" but there does not appear any ground for this exception.

*Note 9.* Some conjunctions have their corresponding conjunctions belonging to them, so that, in the subsequent member of the sentence, the latter answers to the former; as,

*Part 1.* **THOUGH—YET, NEVERTHELESS;** as, "Though he was rich, *yet* for our sakes he became poor."

*Part 2.* **WHETHER—OR;** as, "Whether he will go or not, I cannot tell."

*Part 3.* **EITHER—OR;** as, "I will *either* send it, or bring it myself."

*Part 4.* **NEITHER—NOR;** "Neither thou *nor* I am able to compass it."

*Part 5.* **AS—AS:** expressing a comparison of equality; as, "She is *as* amiable *as* her sister."

*Part 6.* **AS—SO:** expressing a comparison of equality; "As the stars, *so* shall thy seed be."

*Part 7.* **AS—SO:** expressing a comparison of quality; as, "As the one dieth, *so* dieth the other."

*Part 8.* **SO—AS:** with a verb expressing a comparison of quality; as, "To see thy glory, *so as* I have seen thee in the sanctuary."

*Part 9.* **SO—AS:** with a negative and an adjective expressing a comparison of quantity; as, "Pompey was not *so* great a man *as* Cæsar."

*Part 10.* **SO—THAT:** expressing a consequence; as, "He was *so* fatigued, *that* he could scarcely move."

*Note 10.* Conjunctions are often improperly used, both singly and in pairs. "The relations are so uncertain, as that they require a great deal of examination;" it should be, "that they require." "There was no man so sanguine, who did not apprehend some ill consequences;" it ought to be, "so sanguine as not to apprehend." "This is no other but the gate of paradise;" *but* should be *than*.

## RULE XX.

When the qualities of different things are compared, the latter noun or pronoun is not governed by the conjunction *than* or *as*, but agrees with the verb, or is governed by the verb, or preposition, expressed or understood; as, "Thou art wiser than I;" that is, "than I am." "They loved him more than me;" that is, "more than they loved me." "The sentiment is well expressed by Plato, but much better by Solomon than him;" that is, "than by him."

*Exception to Rule XX.* The relative *who* sometimes follows *than* in the objective case; as, "Alfred, *than whom* a greater king never reigned," &c. "Be-el'ze-bub, *than whom*, Satan excepted, none higher sat," &c. The phrase *than whom*, is, however, avoided by the best modern writers.

*Rem.* The word *more*, when it is used in a comparison, is followed by the conjunction *than*.

*Note 1.* By not attending to this rule, many errors have been committed; as, "Thou art a much greater loser than me by his death;" "She suffers hourly more than me;" that is, "than I."

## RULE XXI.

*Part 1.* To avoid disagreeable repetitions, and to express our ideas in few words, an ellipsis, or omission of some words, is frequently admitted. Instead of saying, "He was a learned man, he was a wise man, and he was a good man;" we make use of the ellipsis, and say, "He was a learned, wise, and good man."

*Part 2.* When the omission of words would obscure the sentence, weaken its force, or be attended with an impropriety, they must be expressed. In the sentence, "We are apt to love who love us;" the word *them* should be supplied. "A beautiful field and trees," is not proper language. It should be, "Beautiful fields and trees;" or, "A beautiful field and fine trees."

*Note 1. Part 1.* The ellipsis of the *article* is thus used: "A man, woman, and child;" that is, "a man, a woman, and a child." "The sun and moon;" that is, "the sun and the moon."

**Part 2.** Peculiar emphasis upon the noun, requires the repetition of the article; as, in the following sentence: "Not only the year, but the day and the hour."

**Part 3.** When a different form of the article is requisite, the article is also properly repeated; as, "a house and an orchard;" instead of, "a house and orchard."

**Note 2.** The *noun* is frequently omitted in the following manner: "The laws of God and man;" that is, "the laws of God and the laws of man." Emphasis renders the ellipsis of the noun improper.

**Note 3. Part 1.** The ellipsis of the *adjective* is used in the following manner: "A delightful garden and orchard;" that is, "a delightful garden and a delightful orchard."

**Part 2.** The adjective ought to be quite as proper, when joined to the latter substantive as the former; otherwise the ellipsis should not be admitted. The ellipsis is improperly applied to nouns of different numbers; as, "A magnificent house and gardens;" better, "a magnificent house, and fine gardens."

**Note 4. Part 1.** The following is the ellipsis of the *pronoun*: "I love and fear him;" that is, "I love him, and I fear him." "This is the man they love;" instead of, "this is the man *whom* they love;" "In the posture I lay;" better, "the posture *in which* I lay."

**Part 2.** The antecedent and the relative connect the parts of a sentence together; and, to prevent obscurity and confusion, they should answer to each other with great exactness. "We speak that we do know and testify that we have seen." Here the ellipsis is manifestly improper, and ought to be supplied; "as, "We speak that *which* we do know, and testify that *which* we have seen."

**Note 5. Part 1.** The ellipsis of the *verb* is frequently used. "The man was old and crafty;" that is, "the man was old, and the man was crafty."

**Part 2.** *Do, did, have, had, shall, will, may, might*, and the rest of the auxiliaries of the compound tenses, are frequently used alone, to spare the repetition of the verb; as, "He regards his word, but thou dost not;" i. e. "dost not regard it," &c.

**Part 3.** The auxiliary verbs are often very properly omitted before the principal verb; as, "I have seen and heard him frequently;" not, "I *have* heard." "He will lose his estate, and incur reproach;" not, "he *will* incur." But when any thing is emphatical, or when opposition is denoted, this ellipsis should be avoided; as, "I have seen, and I *have* heard him too;" "He was admired, but he *was* not beloved."

**Note 6.** The ellipsis of the *adverb* is used in the following manner: "He spoke and acted wisely;" that is, "he spoke wisely and acted wisely."

**Note 7.** The ellipsis of the *preposition* as well as of the verb, is seen in the following instances: "He went into the abbeys, halls, and publick buildings;" that is, "he went into the abbeys, he went into the halls, and he went into the publick buildings."

#### GENERAL RULES.

1. A noun signifying time, space, direction, distance, or dimension, is often governed by a preposition understood;



as, "I sat an hour;" "He went a voyage;" "They went that way;" "She rode a mile;" "He laid a floor ten feet square;" i. e. "during an hour; on a voyage; in that way; over or through the distance of ten feet square."

ii. The adjective *worth*, when it denotes the price or value of a thing, is followed by a substantive in the objective case; as, "The book is worth a dollar;" that "is, the book is equal in price or value to a dollar." *Editor.*

*Note 8. Part 1.* The ellipsis of the *conjunction* is as follows: "They confess the power, wisdom, goodness, and love of their Creator;" i. e. "the power, and wisdom, and goodness, and love of," &c.

*Part 2.* There is a very common ellipsis of the conjunction *that*; as, "He told me he would proceed immediately;" instead of, "he told me *that* he would proceed immediately."

*Obs.* This ellipsis is tolerable in conversation, and epistolary writing; but it should be sparingly indulged in every other species of composition.

*Note 9.* The ellipsis of the *interjection* is not very common; it, however, is sometimes used; as, "Oh! pity and shame!" that is, "Oh pity! Oh shame!"

*Note 10.* The following examples are produced to show the impropriety of ellipsis in some particular cases: "The land was always possessed, during pleasure, by those intrusted with the command;" it should be, "those persons intrusted; or, "those *who were* intrusted." "If he had read further, he would have found several of his objections might have been spared;" that is, "he would have found *that* several of his objections," &c. "There is nothing men are more deficient in, than knowing their own characters;" it ought to be, "nothing *in which* men;" and, "than *in* knowing."

#### RULE XXII.

All the parts of a sentence should correspond to each other: a regular and dependent construction should, throughout, be carefully preserved. The following sentence is therefore inaccurate: "He was more beloved, but not so much admired, as Cinthio." It should be, "He was more beloved than Cinthio, but not so much admired."

### PROSODY.

PROSODY consists of two parts: the former teaches the true pronunciation of words, comprising ACCENT, QUANTITY, EMPHASIS, PAUSE, and TONE; and the latter, the laws of VERSIFICATION.

## ACCENT.

Accent is the laying of a peculiar stress of the voice on a certain letter or syllable in a word, that it may be better heard than the rest, or distinguished from them ; as, in the word *presúme* the stress of the voice must be on the letter *u*, and second syllable, *súme*, which take the accent.

## QUANTITY.

The quantity of a syllable is that time which is occupied in pronouncing it. It is considered as long or short.

A vowel or syllable is long, when the accent is on the vowel ; which occasions it to be slowly joined, in pronunciation, to the following letter ; as, "Fáll, bále, móöd, hóuse, féature."

A syllable is short when the accent is on the consonant ; which occasions the vowel to be quickly joined to the succeeding letter ; as, "an't, bon'net, hun'ger."

A long syllable requires double the time of a short one in pronouncing it : thus, "Mâte" and "Nôte" should be pronounced as slowly again as "Mät" and "Nöt."

## EMPHASIS.

By emphasis is meant a stronger and fuller sound of voice, by which we distinguish some word or words on which we design to lay particular stress, and to show how it affects the rest of the sentence. Sometimes the emphatick words must be distinguished by a particular tone of voice, as well as by a greater stress.

## PAUSES.

Pauses or rests, in speaking and reading, are a total cessation of the voice, during a perceptible, and, in many cases, a measurable space of time.

## TONES.

Tones are different both from emphasis and pauses ;

consisting in the modulation of the voice, the notes or variations of sound which we employ, in the expression of our sentiments.

## VERSIFICATION.

Versification is the arrangement of a certain number and variety of syllables, according to certain laws.

Rhyme is the correspondence of the last sound of one verse, to the last sound or syllable of another.

---

 PUNCTUATION.

PUNCTUATION is the art of dividing a written composition into sentences, or parts of sentences, by points or stops, for the purpose of marking the different pauses, which the sense and an accurate pronunciation require.

The Comma represents the shortest pause ; the Semicolon, a pause double that of the comma ; the Colon, double that of the semicolon ; and the Period, double that of the colon.

The precise quantity or duration of each pause, cannot be defined ; for it varies with the time of the whole. The same composition may be rehearsed in a quicker or a slower time ; but the proportion between the pauses should be ever invariable,

## COMMA.

The Comma usually separates those parts of a sentence, which, though very closely connected in sense and construction, require a pause between them.

*¶ The Italic letters and figures, prefixed to these Rules for punctuation, are designed to correspond to the same, which are used by the Editor, in the Boston Stereotype Edition of Murray's Exercises, and in the English Teacher.*

RULE 1. (a.) With respect to a simple sentence, the several words of which it consists have so near a relation to each other, that, in general, no points are requisite, except a full stop at the end of it ; as, "The fear of the Lord is the beginning of wisdom." "Every part of matter swarms with living creatures."

(a 2.) A simple sentence, however, when it is a long one, and the

nominative case is accompanied with inseparable adjuncts, may admit of a pause immediately before the verb; as, "The good taste of the present age, has not allowed us to neglect the cultivation of the English language;" "To be totally indifferent to praise or censure, is a real defect in character."

RULE II. (b.) When the connexion of the different parts of a simple sentence, is interrupted by an imperfect phrase, a comma is usually introduced before the beginning, and at the end of this phrase; as, "I remember, *with gratitude*, his goodness to me;" "His work is, *in many respects*, very imperfect. It is, *therefore*, not much approved."

(b 2.) But when these interruptions are slight and unimportant, the comma is better omitted; as, "Flattery is *certainly* pernicious;" "There is *surely* a pleasure in beneficence."

RULE III. (c.) When two or more nouns occur in the same construction, they are parted by a comma; as, "Reason, virtue, answer one great aim;" "The husband, wife, and children, suffered extremely;"\* "They took away their furniture, clothes, and stock in trade;" "He is alternately supported by his father, his uncle, and his elder brother."

(c 2.) From this rule there is mostly an exception, with regard to two nouns closely connected by a conjunction; as, "Virtue *and* vice form a strong contrast to each other;" "Libertines call religion bigotry *or* superstition;" "There is a natural difference between merit *and* demerit, virtue *and* vice, wisdom *and* folly."

(c 3.) But if the parts connected are not short, a comma may be inserted, though the conjunction is expressed; as, "Romances may be said to be miserable rhapsodies, *or* dangerous incentives to evil;" "Intemperance destroys the strength of our bodies, *and* the vigour of our minds."

RULE IV. (d.) Two or more adjectives belonging to the same substantive, are likewise separated by commas; as, "Plain, honest truth, wants no artificial covering;" "David was a brave, wise, and pious man;" "A woman, gentle, sensible, well-educated, and religious;" "The most innocent pleasures are the sweetest, the most rational, the most affecting, and the most lasting."

(d 2.) But two adjectives, immediately connected by a conjunction, are not separated by a comma; as, "True worth is modest *and* retired;" "Truth is fair *and* artless, simple *and* sincere, uniform *and* consistent." "We must be wise *or* foolish; there is no medium."

RULE V. (e.) Two or more verbs, having the same nominative case, and immediately following one another, are also separated by commas; as, "Virtue supports in adversity, moderates in prosperity;" "In a letter, we may advise, exhort, comfort, request, and discuss."

(e 2.) Two verbs immediately connected by a conjunction, are an exception to the above rule; as, "The study of natural history ex-

\* As a considerable pause in pronunciation, is necessary between the last noun and the verb, a comma should be inserted to denote it. But as no pause is allowable between the last adjective and the noun, under Rule IV. the comma is therefore properly omitted

pands *and* elevates the mind ;" " Whether we eat *or* drink, labour *or* sleep, we should be moderate."

(e 3.) Two or more participles are subject to a similar rule, and exception ; as, " A man, fearing, serving, and loving his Creator ;" " He was happy in being loved, esteemed, and respected ;" " By being admired *and* flattered, we are often corrupted."

RULE VI. (f.) Two or more adverbs immediately succeeding one another, must be separated by commas ; as, " We are fearfully, wonderfully framed ;" " Success generally depends on acting prudently, steadily, and vigorously, in what we undertake."

(f 2.) But when two adverbs are joined by a conjunction, they are not parted by a comma ; as, " Some men sin deliberately *and* presumptuously ;" " There is no middle state ; we must live virtuously *or* viciously."

RULE VII. (g.) When participles are followed by something that depends on them, they are generally separated from the rest of the sentence by a comma ; as, " The king, *approving the plan*, put it in execution ;" " His talents, *formed for great enterprises*, could not fail of rendering him conspicuous ;" " All mankind compose one family, *assembled* under the eye of one common Father."

RULE VIII. (h.) When a conjunction is divided by a phrase or sentence from the verb to which it belongs, such intervening phrase has usually a comma at each extremity ; as, " They set out early, *and*, before the close of the day, arrived at the destined place."

RULE IX. (i.) Expressions in a direct address, are separated from the rest of the sentence by commas ; as, " *My son*, give me thine heart ;" " I am obliged to you, *my friends*, for your many favours."

RULE X. (j.) The case absolute, and the infinitive mood absolute, are separated by commas from the body of the sentence ; as, " His father dying, he succeeded to the estate ;" " At length, their ministry performed, and race well run, they left the world in peace ;" " To confess the truth, I was much in fault."

RULE XI. (k.) Nouns in apposition, that is, nouns added to other nouns in the same case, by way of explication or illustration, when accompanied with adjuncts, are set off by commas ; as, " Paul, the apostle of the Gentiles, was eminent for his zeal and knowledge ;" " The butterfly, child of the summer, flutters in the sun."

(k 2.) But if such nouns are single, or only form a proper name, they are not divided ; as, " Paul the apostle ;" " The emperor Antoninus wrote an excellent book."

RULE XII. (l.) Simple members of sentences connected by comparatives, are for the most part distinguished by a comma ; as, " As the hart panteth after the water brooks, so doth my soul pant after thee ;" " Better is a dinner of herbs with love, *than* a stalled ox and hatred with it."

(l 2.) If the members in comparative sentences are short, the comma is, in general, better omitted ; as, " How much better is it to get wisdom *than* gold !" " Mankind act *oftener* from caprice *than* reason."

RULE XIII. (m.) When words are placed in opposition to each other, or with some marked variety, they require to be distinguished by a comma ; as,

"Tho' deep, yet clear; tho' gentle, yet not dull,  
Strong, without rage; without o'erflowing, full."

"Good men, in this frail, imperfect state, are often found, not only in union *with*, but in opposition *to*, the views and conduct of one another."

(*m* 2.) Sometimes when the word with which the last preposition agrees, is single, it is better to omit the comma before it; as, "Many states were in alliance *with*, and under the protection *of* Rome."

(*m* 3.) The same rule and restriction must be applied when two or more nouns refer to the same preposition; as, "He was composed both under the threatening, and at the approach, *of* a cruel and lingering death;" "He was not only the king, but the father *of* his people."

**RULE XIV. (*n*.)** A remarkable expression, or a short observation somewhat in the manner of a quotation, may be properly marked with a comma; as, "It hurts a man's pride to say, I do not know;" "Plutarch calls lying, the vice of slaves."

**RULE XV. (*o*.)** Relative pronouns are connective words, and generally admit a comma before them; as, "He preaches sublimely, *who* lives a sober, righteous, and pious life;" "There is no charm in the female sex, *which* can supply the place of virtue."

(*o* 2.) But when two members, or phrases, are closely connected by a relative, restraining the general notion of the antecedent to a particular sense, the comma should be omitted; as, "Self-denial is the sacrifice which virtue must make;" "A man who is of a detracting spirit, will misconstrue the most innocent words that can be put together." In the latter example, the assertion is not of "man in general," but of "a man who is of a detracting spirit;" and therefore they should not be separated.

(*o* 3.) The fifteenth rule applies equally to cases in which the relative is not expressed, but understood; as, "It was from piety, warm and unaffected, that his morals derived strength." "This sentiment, habitual and strong, influenced his whole conduct." In both of these examples, the relative and verb *which was*, are understood.

**RULE XVI. (*p*.)** A simple member of a sentence, contained within another, or following another, must be distinguished by the comma; as, "To improve time, whilst we are blessed with health, will smooth the bed of sickness." "Very often, while we are complaining of the vanity, and the evils of human life, we make that vanity, and we increase those evils."

(*p* 2.) If, however, the members succeeding each other, are very closely connected, the comma is unnecessary; as, "Revelation tells how we may attain happiness."

(*p* 3.) When a verb in the infinitive mood, follows its governing verb, with several words between them, those words should generally have a comma at the end of them; as, "It ill becomes good and wise men, to oppose and degrade one another."

(*p* 4.) Several verbs in the infinitive mood, having a common dependence, and succeeding one another, are also divided by commas; as, "To relieve the indigent, to comfort the afflicted, to protect the innocent, to reward the deserving, are humane and noble employments."

**RULE XVII. (g.)** When the verb *to be* is followed by a verb in the infinitive mood, which, by transposition, might be made the nominative case to it, the former is generally separated from the latter verb, by a comma; as, "The most obvious remedy is, to withdraw from all associations with bad men." "The first and most obvious remedy against the infection, is, to withdraw from all associations with bad men."

**RULE XVIII. (r.)** When adjuncts or circumstances are of importance, and often when the natural order of them is inverted, they may be set off by commas; as, "Virtue must be formed and supported, not by unfrequent acts, but by daily and repeated exertions." "Vices, like shadows, towards the evening of life, grow great and monstrous." "Our interests are interwoven by threads innumerable;" "By threads innumerable, our interests are interwoven."

**RULE XIX. (s.)** Where a verb is understood, a comma may often be properly introduced. This is a general rule, which, besides comprising some of the preceding rules, will apply to many cases not determined by any of them; as, "From law arises security; from security, curiosity; from curiosity, knowledge." In this example, the verb "arises" is understood before "curiosity" and "knowledge;" at which words a considerable pause is necessary.

**RULE XX. (t.)** The words *now, so, hence, again, first, secondly, formerly, now, lastly, once more, above all, on the contrary, in the next place, in short*, and all other words and phrases of the same kind, must generally be separated from the context by a comma; as, "Remember thy best and first friend; *formerly*, the supporter of thy infancy, and the guide of thy childhood; *now*, the guardian of thy youth, and the hope of thy coming years." "He feared want, *hence*, he over-valued riches." "This conduct may heal the difference, *now*, it may constantly prevent any in future." *Finally*, I shall only repeat what has been often justly said." "If the spring put forth no blossoms, in summer there will be no beauty, and in autumn, no fruit; *so*, if youth be trifled away without improvement, riper years may be contemptible, and old age miserable."

☞ *In many of the foregoing rules and examples, great regard must be paid to the length of the clauses, and the proportion which they bear to one another.*

#### SEMICOLON.

The Semicolon is used for dividing a compound sentence into two or more parts, not so closely connected as those which are separated by a comma, nor yet so little dependent on each other, as those which are distinguished by a colon.

(u.) The semicolon is sometimes used, when the preceding member of the sentence does not of itself give a complete sense, but depends on the following clause:

(u 2.) And sometimes when the sense of that member would be complete without the concluding one; as in the following instances: "As the desire of approbation, when it works according to reason,

improves the amiable part of our species in every thing that is laudable ; so nothing is more destructive to them, when it is governed by vanity and folly."

" Experience teaches us, that an entire retreat from worldly affairs, is not what religion requires ; nor does it even enjoin a long retreat from them."

" Straws swim upon the surface ; but pearls lie at the bottom."

" Philosophers assert, that Nature is unlimited in her operations ; that she has inexhaustible treasures in reserve ; that knowledge will always be progressive ; and that all future generations will continue to make discoveries, of which we have not the least idea."

#### COLON.

The Colon is used to divide a sentence into two or more parts, less connected than those which are separated by a semicolon ; but not so independent as separate distinct sentences.

The Colon may be properly applied in the three following cases.

(v.) When a member of a sentence is complete in itself, but followed by some supplemental remark, or further illustration of the subject ; as, " Nature felt her inability to extricate herself from the consequences of guilt : the gospel reveals the plan of Divine interposition and aid." " Nature confessed some atonement to be necessary : the gospel discovers that the necessary atonement is made."

(v 2.) When several semicolons have preceded, and a still greater pause is necessary, in order to mark the connecting or concluding sentiment : as, " A divine legislator, uttering his voice from heaven ; an almighty governor, stretching forth his arm to punish or reward ; informing us of perpetual rest prepared hereafter for the righteous, and of indignation and wrath awaiting the wicked : these are the considerations which overawe the world, which support integrity, and check guilt."

(v 3.) The Colon is commonly used when an example, a quotation, or a speech is introduced : as, " The Scriptures give us an amiable representation of the Deity, in these words : ' God is love.' " " He was often heard to say : ' I have done with the world, and I am willing to leave it.' "

(v 4.) The propriety of using a colon, or semicolon, is sometimes determined by a conjunction's being expressed, or not expressed : as, " Do not flatter yourselves with the hope of perfect happiness : there is no such thing in the world." " Do not flatter yourselves with the hope of perfect happiness ; for there is no such thing in the world."

#### PERIOD.

(v.) When a sentence is complete and independent, and not connected in construction with the following sentence, it is marked with a period.

(v.) Some sentences are independent of each other, both in their sense and construction ; as, " Fear God. Honour the king. Have charity



towards all men." Others are independent only in their grammatical construction ; as, "The Supreme Being changes not, either in his desire to promote our happiness, or in the plan of his administration. One light always shines upon us from above. One clear and direct path is pointed out to man."

The period should be used after every abbreviated word ; as, "M. S. P. S. N. B. A. D. O. S. N. S." &c,

Besides the points which mark the pauses in discourse, there are others that denote a different modulation of voice, in correspondence to the sense. These are,

- (x.) The Interrogative point ?
- (x 2.) The Exclamation point !
- (y.) The Parenthesis ( ) ;

as, "Are you sincere ?"

"How excellent is a grateful heart !"

"Know then this truth, (enough for man to know.)

"Virtue alone is happiness below."

The following characters are also frequently used in composition.

An Apostrophe, marked thus ' ; as, "tho', judg'd."

A Caret, marked thus ^ ; as, "I ^ diligent."

A Hyphen, which is thus marked - ; as, "Lap-dog, to-morrow."

The Acute Accent, marked thus ' ; as, "Fan'cy." The Grave Accent, thus ` ; as, "Fa`vour."

The proper mark to distinguish a long syllable, is this - ; as, "Rösy." and a short one, this ~ ; as, "Föly." This last mark is called a Breve. The Broad Accent is marked with a Circumflex ; as, in "Häll."

A Diar'esis, thus marked " , shows that two vowels form separate syllables ; as, "Creätor."

A Section is thus marked §.

A Paragraph, thus ¶.

(z.) A Quotation has two inverted commas at the beginning, and two direct ones at the end, of a phrase or passage ; as,

"The proper study of mankind, is man."

Crotchets or Brackets serve to inclose a particular word or sentence. They are marked thus [ ].

An Index or Hand [☞] points out a remarkable passage.

A Brace } unites three poetical lines ; or connects a number of words, in prose, with one common term.

An Asterisk or little star \* directs the reader to some note in the margin.

(x 2.) An Ellipsis is thus marked ——— ; as, "K——g," for King.

An Obelisk, which is marked thus †, Double Obelisk thus ‡, and Parallels thus ||, together with the letters of the alphabet, and figures, are used as references to the margin.

## CAPITALS.

The following words should begin with capitals :

- 1st, The first word of every book, chapter, letter, paragraph, &c.
- 2d, The first word after a period, and frequently after the notes of interrogation and exclamation.
- 3d, The names of the Deity ; as, God, Jehovah, the Supreme Being, &c.
- 4th, Proper names of persons, places, ships, &c.
- 5th, Adjectives derived from the proper names of places ; as, Grecian, Roman, English, &c.
- 6th, The first word of an example, and of a quotation in a direct form ; as, " Always remember this ancient maxim : ' Know thyself.' "
- 7th, The first word of every line in poetry.
- 8th, The pronoun *I*, and the interjection *O* !
- 9th, Words of particular importance ; as, the Reformation, the Restoration, the Revolution.

◆

 QUESTIONS FOR EXAMINATION.

☞ *The figures, in the margin, denote the page of the book on which the answers may be found.*

9. What is English Grammar? How is it divided?

## ORTHOGRAPHY.

- |  |   |
|--|---|
| <p>9. What does Orthography teach ?</p> <p>What is a Letter ?</p> <p>How many letters are there in the English Alphabet ?</p> <p>Of what are letters the representatives ?</p> <p>What is an articulate sound ?</p> <p>How formed ?</p> <p>How are letters divided ?</p> <p>What is a Vowel ?</p> <p>What is a Consonant ?</p> <p>Which are the Vowels ?</p> <p>11. When are <i>w</i> and <i>y</i> consonants ?</p> <p>When vowels ?</p> <p>What are Mutes ?</p> <p>Which are they ?</p> <p>What are Semi-vowels ?</p> | <p>11. Which are they ?</p> <p>Why are <i>l, m, n, r</i>, called Liquids ?</p> <p>What is a Diphthong ?</p> <p>What is a Triphthong ?</p> <p>What is a Proper Diphthong ?</p> <p>What is an Improper Diphthong ?</p> <p>What is a Syllable ?</p> <p>What is Spelling ?</p> <p>Whose is the best Standard of English Orthography ?</p> <p>What are Words ?</p> <p>12. What is a word of <i>one</i> syllable termed ?</p> <p>What of <i>two</i> ? Of <i>three</i> ? Of <i>four</i> or more ?</p> <p>What is a primitive word ?</p> <p>What is a derivative word ?</p> |
|--|---|

## ETYMOLOGY.

- |  |  |
|--|--|
| <p>12. Which is the second part of Grammar ?</p> <p>What does it treat of ?</p> <p>How many sorts of words are there in English ?</p> <p>Name them in their order.</p> <p>13. What is an Article ?</p> | <p>14. How many articles are there in English ?</p> <p>When does <i>a</i> become <i>an</i> ?</p> <p>Why is <i>a</i> or <i>an</i> styled the <i>indefinite</i> article ?</p> <p>What is the sole use of this article ?—See note *, page 14.</p> |
|--|--|

14. Why is *she* called the *definite* article?  
 How is a substantive, without an article to limit it, taken?  
 What is a Substantive or noun?  
 How may it be distinguished as such from other parts of speech?  
 —See page 12.  
 What are proper names or substantives?
15. What are common names or substantives?  
 In what manner may proper names be used as common names?  
 How may common names be made to signify individuals?  
 Give examples of the *Collective* nouns?  
 Give examples of the *Abstract* nouns?  
 Give examples of the *Verbal* or *participial* nouns?  
 What four things belong to substantives?  
 What is Gender?  
 What does the masculine gender denote?  
 What the feminine?  
 What the neuter?
16. How are some substantives, naturally neuter, converted into the masculine or feminine gender?  
 What is this Figure of Speech called?—See note \*, page 18.  
 How many methods are there in English of distinguishing the sex?  
 Which is the *First*?  
 Which the *Second*?
17. Which the *Third*?  
 What is number?  
 What does the singular number express?  
 What does the plural number signify?  
 What nouns have a singular form only?  
 What only a plural?  
 What are the same in both numbers?  
 How is the plural number of nouns generally formed?  
 When nouns end in *x*, *ch*, *sh*, or *ss*, how is the plural formed?  
 How is the plural formed of nouns ending in *f* or *fe*?
18. How is the plural formed of nouns ending in *ff*?  
 How are the plurals formed of nouns ending in *g*, with no other vowel in the syllable before it?  
 How when preceded by a vowel?
19. What does the *nominative* case express?  
 What does the *possessive* case express?  
 How is the *possessive* case formed?  
 When the plural ends in *s*, how is it formed?  
 When the singular terminates in *ss*, how is it formed?  
 What does the *objective* case express?  
 What is the difference between the *nominative* and the *objective* case?  
*Ans.* The former is commonly the subject, and the latter, the object of a verb.  
 Decline the words, *man*, *mother*, *book*, *pen*, through the numbers and cases?  
 What is an *Adjective*?  
 How may an adjective be known to be such!—See page 12.  
 Is the English adjective varied on account of gender, number, or case?
20. Of what variation does it admit?  
 Which are the degrees of comparison?  
 What does the *positive* state express?  
 How does the *comparative* degree affect the positive state?  
 How does the *superlative* degree affect the positive state?  
 How does the simple word or positive become comparative?  
 How superlative?  
 What diminishing termination may be accounted an additional degree of comparison?  
 How are monosyllables for the most part compared?  
 How are dissyllables compared?  
 How do you compare these irregular adjectives, *good*, *bad*, *little*, *much* or *many*, *near*, *late*, *old*?  
 How does an adjective become a substantive?
21. What is a *Pronoun*?  
 How many kinds of pronouns are there?  
 Which are the personal pronouns and their plurals?  
 Of what do personal pronouns admit?

21. How many persons have pronouns in each number?  
How many numbers have they?  
Which person only of the pronouns, does gender respect or distinguish?
22. How many cases have pronouns? Decline the pronouns *I, Thou, He, She, It*?  
What do compound Personal and Possessive Adjective Pronouns form? Or what do they denote?
23. Decline *myself, thyself, himself, herself, and itself*?  
How are relative pronouns defined? What is said of the relative *what*? How should *who* and *which* be applied?  
How is the relative *that* often used and applied?
24. Decline *who, which, that, and what*?  
Which are the Interrogative pronouns?  
How are Adjective pronouns defined?  
How are they subdivided?  
How are the Possessive pronouns defined?  
Which are they?
25. How are the Distributive defined?  
Which are they?  
How are the Demonstrative defined?  
Which are they?  
To what do *this* and *that* relate, when used to distinguish two nouns in the same sentence?  
What additional words belong to this class?  
How are the Indefinite defined?  
Which are they?  
Decline *One*? *Other*?  
What is a Verb?  
How may a verb be distinguished as such from other parts of speech?—See page 13.
26. Of how many kinds are verbs?  
How are they again divided?  
What does a Verb Active-transitive express?  
What does a Verb Active-intransitive express?  
Why is the Verb Active called *transitive*?  
Why may Verbs Neuter be denominated *intransitives*?  
How may the Verb Neuter, and
26. the Verb Active, be distinguished? How may those verbs, which are both active and neuter, be determined to which class they belong?  
How may a Neuter verb become Active?  
What does a Verb Passive express? What does a Verb Neuter express? What are auxiliary or helping verbs?  
27. Which are the principal of them? What belong to verbs? How many Numbers? Persons? Moods? Tenses?  
What is mood?  
Name all the moods?  
What does the Indicative mood indicate?  
For what is the Imperative mood used?  
What does the Potential mood imply?
28. How does the Subjunctive mood represent a thing, and by what is it preceded?  
How does the Infinitive mood represent a thing?  
What is the Participle?  
How is the participle distinguished from the adjective?  
Besides conveying the notion of time, what do participles signify and govern?  
How many and which are the participles?  
How is *Tense* defined?
29. How does the *Present Tense* represent an action or event?  
Under what circumstances is the Present tense used, to point out the relative time of a future action?  
In what kind of narrations is the Present tense substituted for the Imperfect?  
How does the *Imperfect Tense* represent the action or event?  
To what does the *Perfect Tense* refer, and what does it convey?  
In what respect, do the Present tense and the Imperfect agree, and in what do they differ?  
How does the *Pluperfect Tense* represent a thing?
30. How does the *First Future Tense* represent the action?  
What does the *Second Future Tense* intimate concerning the

30. accomplishment of an action? In treating of the tenses, what two circumstances deserve particular attention? What is the conjugation of a verb? What is the conjugation of an active verb styled? What, that of a passive verb? In the Indicative mood, what auxiliary is joined to the perfect participle to form the Perfect Tense?
31. What in the Pluperfect Tense? What auxiliaries in the First Future? What in the Second Future? Strictly speaking, which is the only person belonging to the Imperative mood? How many tenses has the Indicative mood? How many the Imperative? How many the Potential? By which auxiliaries is the Potential mood distinguished?
32. What kind of a sense do the verb in the present tense, and the auxiliary both of the Present and past Imperfect Tenses, often carry, when they are used in the Subjunctive mood with the form of the Potential? What other tenses do the auxiliaries *should* and *would*, in the Imperfect tenses, often express? How is the precise time of the verb, in the Potential mood, to be determined?
32. How many tenses has the Subjunctive mood? How is the Infinitive known?
33. How many the Infinitive? Which of the moods has no number nor person? What auxiliaries in the Present Tense of the Potential mood? What in the Imperfect Tense?
32. What words are joined to the Participle in the Perfect Tense? What words are joined to the Participle in the Pluperfect Tense?
- 30-33. Repeat the First Person Singular and Plural of the verb *Have*, in all its Moods and Tenses?
- 33-36. Also of the verb *Be* or *am*.
36. When are active verbs called *Regular*?
- 36-39. Repeat the First Person Singular and Plural of the verb *Love*, in all its Moods and Tenses of the Active Voice? How are simple tenses formed?—Page 37. In what manner, may the Indicative mood and the Potential be converted into the Subjunctive?—Page 38.
39. When are Passive verbs called *Regular*?
40. How is the Passive verb formed or conjugated?
- 40-42. Repeat the First Person Singular and Plural of the Passive verb *Be* or *am loved*, in all its Moods and Tenses.

### Synopsis of the Verb Be or Am.

N. B. To form the Passive Voice of any verb, add the Perfect Participle to this arrangement.

#### First Person.

|                    | Singular.                                   | Plural.                                     |
|--------------------|---|---|
| <i>Indicative.</i> | I am.                                       | We are.                                     |
|                    | " was.                                      | " were.                                     |
|                    | " have been.                                | " have been.                                |
|                    | " had been.                                 | " had been.                                 |
|                    | " shall or will be.                         | " shall or will be.                         |
|                    | " shall have been.                          | " shall have been.                          |
| <i>Imperative.</i> | Let me be.                                  | Let us be.                                  |
| <i>Potential.</i>  | " may or can be.                            | " may or can be.                            |
|                    | " might, could, would, or should be.        | " might, could, would, or should be.        |
|                    | " may or can have been.                     | " may or can have been.                     |
|                    | " might, could, would, or should have been. | " might, could, would, or should have been. |

|                  | Singular.           | Plural.             |
|------------------|---------------------|---------------------|
| <i>Subjunct.</i> | If I be.            | If we be.           |
|                  | " were.             | " were.             |
|                  | " have been.        | " have been.        |
|                  | " had been.         | " had been.         |
|                  | " shall or will be. | " shall or will be. |
|                  | " shall have been.  | " shall have been.  |

**Second Person.**

|                     | Thou art.   | Ye or You are.                              |
|---------------------|---|---|
| <i>Indicative.</i>  | " wast.   | " were.                                     |
|                     | " hast been   | " have been.                                |
|                     | " hadst been.                                       | " had been.                                 |
|                     | " shalt or wilt be.                                 | " shall or will be.                         |
|                     | " wilt have been.                                   | " will have been.                           |
| <i>Imperative.</i>  | Be thou, or do thou be.                             | Be ye or you, or do ye be.                  |
| <i>Potential.</i>   | " mayst or canst be.                                | " may or can be.                            |
|                     | " mightst, couldst, wouldst, or shouldst be.        | " might, could, would, or should be.        |
|                     | " mayst or canst have been.                         | " may or can have been.                     |
|                     | " mightst, couldst, wouldst, or shouldst have been. | " might, could, would, or should have been. |
| <i>Subjunctive.</i> | If thou be.   | If ye or you be.                            |
|                     | " wert.   | " were.                                     |
|                     | " hast been.  | " have been.                                |
|                     | " hadst been.                                       | " had been.                                 |
|                     | " shalt or wilt be.                                 | " shall or will be.                         |
|                     | " shall have been.                                  | " shall have been.                          |

**Third Person.**

|   | He, she, or it, is.                         | They are.                                   |
|---|---|---|
| <i>Indicative</i>                           | " was.                                      | " were.                                     |
|   | " hath or has been.                         | " have been.                                |
|   | " had been.                                 | " had been.                                 |
|   | " shall or will be.                         | " shall or will be.                         |
|   | " will have been.                           | " will have been.                           |
| <i>Imperative.</i>                          | Let him be.                                 | Let them be.                                |
| <i>Potential.</i>                           | " may or can be.                            | " may or can be.                            |
|   | " might, could, would, or should be.        | " might, could, would, or should be.        |
|   | " may or can have been.                     | " may or can have been.                     |
|   | " might, could, would, or should have been. | " might, could, would, or should have been. |
| <i>Subjunctive.</i>                         | If he, she, or it, be.                      | If they be.                                 |
|   | " were.                                     | " were.                                     |
|   | " hath or has been.                         | " have been.                                |
|   | " had been.                                 | " had been.                                 |
|   | " shall or will be.                         | " shall or will be.                         |
|   | " shall have been.                          | " shall have been.                          |
| <i>Infinitive—without Number or Person.</i> | To be.                                      | To have been.                               |
| <i>Participles.</i>                         | Being. Been. Having been.                   |   |

*Synopsis of a regular Verb*

*First Person.*

|                     | Singular.                                    |        | Plural.                                    |
|---------------------|--|--------|--|
| <i>Indicative.</i>  | I love.                                      | We     | love.                                      |
|                     | " loved.                                     | "      | loved.                                     |
|                     | " have loved.                                | "      | have loved.                                |
|                     | " had loved.                                 | "      | had loved.                                 |
|                     | " shall or will love.                        | "      | shall or will love.                        |
|                     | " shall have loved.                          | "      | shall have loved.                          |
| <i>Imperative.</i>  | Let me love.                                 | Let us | love.                                      |
| <i>Potential.</i>   | " may or can love.                           | "      | may or can love.                           |
|                     | " might, could, would, or should love.       | "      | might, could, would, or should love.       |
|                     | " may or can have loved.                     | "      | may or can have loved.                     |
|                     | " might, could, would, or should have loved. | "      | might, could, would, or should have loved. |
| <i>Subjunctive.</i> | If I love.                                   | If we  | love.                                      |
|                     | " loved.                                     | "      | loved.                                     |
|                     | " have loved.                                | "      | have loved.                                |
|                     | " had loved.                                 | "      | had loved.                                 |
|                     | " shall or will love.                        | "      | shall or will love.                        |
|                     | " shall have loved.                          | "      | shall have loved.                          |

*Second Person.*

|                     |  |                                |  |
|---------------------|--|--------------------------------|--|
| <i>Indicative.</i>  | Thou lovest.   | Ye or You                      | love.                                      |
|                     | " lovedst.   | "                              | loved.                                     |
|                     | " hast loved.  | "                              | have loved.                                |
|                     | " hadst loved.                                       | "                              | had loved.                                 |
|                     | " shalt or wilt love.                                | "                              | shall or will love.                        |
|                     | " wilt have loved.                                   | "                              | will have loved.                           |
| <i>Imperative.</i>  | Love thou, or do thou love.                          | Love ye or you, or do ye love. |  |
| <i>Potential.</i>   | " mayst or canst love.                               | "                              | may or can love.                           |
|                     | " mightst, couldst, wouldst, or shouldst love.       | "                              | might, could, would, or should love.       |
|                     | " mayst or canst have loved.                         | "                              | may or can have loved.                     |
|                     | " mightst, couldst, wouldst, or shouldst have loved. | "                              | might, could, would, or should have loved. |
| <i>Subjunctive.</i> | If thou love.  | If ye or you love.             |  |
|                     | " lovedst.   | "                              | loved.                                     |
|                     | " hast loved.  | "                              | have loved.                                |
|                     | " hadst loved.                                       | "                              | had loved.                                 |
|                     | " shalt or wilt love.                                | "                              | shall or will love.                        |
|                     | " shalt have loved.                                  | "                              | shall have loved.                          |

*Third Person.*

|                    |                                  |      |             |
|--------------------|----------------------------------|------|-------------|
| <i>Indicative.</i> | He, she, or it, loveth or loves. | They | love.       |
|                    | " loved.                         | "    | loved.      |
|                    | " hath or has loved              | "    | have loved. |

|  | Singular.                                    | Plural.                                      |
|--|--|--|
| <i>Indicative.</i>                           | He, she, or it, had loved.                   | They had loved.                              |
|  | " shall or will love.                        | " shall or will love.                        |
|  | " will have loved.                           | " will have loved.                           |
| <i>Imperative.</i>                           | Let him love.                                | Let them love.                               |
| <i>Potential.</i>                            | He may or can love.                          | " may or can love.                           |
|  | " might, could, would, or should love.       | " might, could, would, or should love.       |
|  | " may or can have loved.                     | " may or can have loved.                     |
|  | " might, could, would, or should have loved. | " might, could, would, or should have loved. |
| <i>Subjunctive.</i>                          | If he love.                                  | If they love.                                |
|  | " loved.                                     | " loved.                                     |
|  | " hath or has loved.                         | " have loved.                                |
|  | " had loved.                                 | " had loved.                                 |
|  | " shall or will love.                        | " shall or will love.                        |
|  | " shall have loved.                          | " shall have loved.                          |
| <i>Infinitive</i> —without Number or Person. | To love.                                     | To have loved.                               |
| <i>Participles.</i>                          | Loving. Loved:                               | Having loved.                                |

42. What are Irregular verbs ?  
What three sorts or classes of them ?
43. *The pupil may be taught to conjugate the Irregular verbs, naming the Present Tense, the Present participle, the Imperfect Tense, the Perfect participle, and the Compound Perfect participle.*
44. How many verbs are there in the English language ?  
How many Irregular ?  
What are Defective verbs ?  
Conjugate them ?  
What is an Adverb ?  
How may an adverb be generally known ?—See page 13.
45. In what manner are adverbs compared ?  
What are phrases called which do the office of adverbs ?  
Name the classes to which adverbs are reduced ?
46. How is the Preposition defined, and how used ?  
How may a Preposition be known ?  
—See page 14.
47. Repeat the list of the principal prepositions ?  
How is the Conjunction defined ?  
What is the difference between the Conjunction *Copulative*, and the Conjunction *Disjunctive* ?  
Which are the copulative conjunctions ?  
Which are the disjunctive conjunctions ?  
What are Interjections ?  
*Of Derivation.*
48. Exemplify a Substantive derived from a verb ?  
A Verb from a substantive, an adjective, and an adverb ?  
An adjective from a substantive ?  
A substantive from an adjective ?  
An adverb from an adjective ?

## SYNTAX.

48. Of what does Syntax treat ?  
What is a sentence ?  
What is a *simple* sentence ?  
What is a *compound* sentence ?
49. What is a phrase ?  
Which are the principal parts of a simple sentence ?  
What the subject ?
49. What the attribute ?  
What the object ?  
Point out the subject, attribute, and object in the sentence, "A wise man governs his passions."  
What is Concord ?  
What is government ?



*Synopsis of Syntax.*

I. CONCORD.

To which parts of Speech does concord or agreement relate?

1. *Article.* Articles agree with nouns in number. *Rule IX.*
2. *Substantive Nouns* agree with nouns in number, when they signify the same thing. *Rule II.*  
Nouns sometimes agree in case. *Rule X. App. 3.*  
Nouns sometimes govern verbs in the Infinitive mood. *Rule XII.*
3. *Adjective.* Adjectives and Adjective Pronouns generally agree in number with the substantives to which they belong. *Rule VIII.*
4. *Pronoun.* Pronouns agree with their antecedents or subsequents in gender and number. *Rule V.*  
Pronouns sometimes agree in case with the nouns to which they relate. *Rule X. App. 3.*
5. *Verb.* Verbs are made to agree with nouns and pronouns in number and person. *Rules I. II. VI.*  
*Participle.* Participles, like adjectives and verbs, are sometimes dependent upon nouns or pronouns. *Rule XIV.*
6. *Adverb.* Adverbs have no agreement, but are sometimes associated with verbs, adjectives, and participles: They should always be so arranged in the sentence, as to express the sense with the greatest clearness and propriety.

II. GOVERNMENT.

To which parts of Speech does the power of government belong?

1. *Substantive Nouns* govern other nouns and pronouns in the possessive or genitive case. *Rule X.*  
Nouns require adjectives and adjective pronouns to agree with them in number. *Rule VIII.*  
Nouns require pronouns to agree with them in number, gender, and person. *Rule V.*  
Nouns govern verbs in number and person. *Rule I.*  
Nouns govern verbs in the Infinitive mood. *Rule XII.*
2. *Adjectives.* Adjectives govern verbs in the Infinitive mood. *Rule XII.*  
The adjective *worth* sometimes requires the objective case after it. *See page 71.*
3. *Pronoun.* Pronouns in the nominative case, require verbs to agree with them in number and person. *Rule VI.*  
Pronouns in the objective case, govern verbs in the Infinitive mood. *Rule XII. App. 5. Examples.*
4. *Verb.* Verbs active-transitive govern nouns and pronouns in the objective case. *Rule XI.*  
All kinds of verbs govern other verbs in the Infinitive mood. *Rule XII.*  
*Participle.* Participles derived from active-transitive verbs, govern nouns and pronouns in the objective case. *Rule XIV.*  
Participles govern verbs in the Infinitive mood. *Rule XII.*
5. *Preposition.* Prepositions govern nouns and pronouns in the objective case. *Rule XVII.*
6. *Conjunction.* Conjunctions connect, with governing words, the same cases, moods, and tenses. *Rule XVIII.*  
Conjunctions, according to their nature, govern verbs either in the Indicative or Subjunctive mood. *Rule XIX.*  
The Conjunctions *as* and *than*, denoting a comparison, sometimes govern verbs in the Infinitive mood. *Rule XII. App. 2, 3.*
- en. The Interjections, *O! Oh! Ah!* govern different cases of pronouns in different persons. *Rule V. Note 11.*

## PROSODY.

- |   |   |
|---|---|
| <p>74. What does the former Part of Prosody teach?<br/>         What the latter?<br/>         What is Accent?</p>   | <p>75. es a long from a short syllable?<br/>         What is meant by Emphasis?<br/>         How must emphatick words sometimes be distinguished?<br/>         What are pauses?</p> |
| <p>76. What is meant by the quantity of a syllable?<br/>         When is a vowel or syllable long?<br/>         When is a syllable short?<br/>         What difference of time distinguish-</p> | <p>78. In what do Tones consist?<br/>         What is Versification?<br/>         What is Rhyme?<br/>         What is Punctuation?</p>  |

## APPENDIX :

CONTAINING

## EXERCISES

IN ORTHOGRAPHY, IN PARSING, IN SYNTAX, AND  
IN PUNCTUATION

## PART I.

## EXERCISES IN ORTHOGRAPHY.\*

- |  |   |
|--|---|
| <p>A sprigg of mirtle.<br/>         The lilly of the valley.<br/>         A border of daysies.<br/>         A bed of vilets.<br/>         The Affrican marygold.<br/>         The varigated jeranium.<br/>         Newington peeches.<br/>         Italien nectarins.<br/>         Turkey apricocks.<br/>         The Orleans plumb.<br/>         A plate of sallet.<br/>         A dish of pees.<br/>         A bunch of sparagrass.<br/>         A mess of spinnage.<br/>         The Portugal mellon.<br/>         Dutch currans.</p> | <p>Red and white rasberries.<br/>         The prickley coucumber<br/>         Red and purpel reddishes.<br/>         Meally potatos.<br/>         Earley Dutch turneps.<br/>         Late colliflowers.<br/>         Dwarf cabages.<br/>         A hauthorn hedge.<br/>         A fine spreading oak.<br/>         A weeping willow.<br/>         The gras is green.<br/>         A pidgeon pye.<br/>         A plumb puddin.<br/>         A rich cheasecake.<br/>         A beefstake.<br/>         A mutten chop.</p> |
|--|---|

\* The erroneous spelling is to be rectified by Dr. Johnson's Dictionary.  
 —For the propriety of exhibiting erroneous Exercises in Orthography, see  
 the *Advertisement* to Alger's edition of the English Exercises.

|                           |                          |
|---------------------------|--------------------------|
| A sholder of lamb.        | The edge of a razer.     |
| A fillett of veel.        | The tail of a plow.      |
| A hanch of veneson.       | The gras of the feilds.  |
| A cup of choccolate.      | A clean flore.           |
| A bason of soop.          | An arm chare.            |
| Coalchester oisters.      | The front dore.          |
| Pheissants and patridges. | The back kitchin.        |
| A red herrin.             | The little parlor.       |
| A large lobstor.          | A freindly gift.         |
| Sammon is a finer fish    | An affectionnate parent. |
| than turbot, pertch, or   | A dutifull child.        |
| haddick.                  | An oblidging behavouir.  |
| Lisbon orranges.          | A wellcome messenger.    |
| Spannish chessnuts.       | Improveing conversation. |
| A beach tree.             | An importunate begger.   |
| A burch tree.             | An occasional visitter.  |
| A flour gardin.           | An encourageing look.    |
| A feild of rie.           | A strait line.           |
| The wheat harvist.        | A disagreeable journey.  |
| A bleu sky.               | A willful errour.        |
| A lovly day.              | Blamable conduct.        |
| A beautifull scene.       | Sincere repentence.      |
| A splendid pallace.       | Laudible persuits.       |
| A chearful countenance.   | Good behavouir.          |
| An antient castel.        | A regular vissit.        |
| A straight gate.          | Artifitial flowers.      |
| Safron is yallow.         | Chrystal streams.        |
| Vinigar is sowr.          | Murmering winds.         |
| Shugar is sweet.          | A tranquill retreat.     |
| A pair of scizzars.       | A noizy school.          |
| A silver bodken.          | A surprizing storey.     |
| A small pennknife.        | Spritely discourse.      |
| Black-lead pensils.       | Prophane tales.          |
| Ravens' quil.             | A severe headake.        |
| A box of waifers.         | A skillfull horsman.     |
| A stick of seeling wax.   | Every season has its pe- |
| The pint of a sword.      | culier beautys.          |

|                          |                           |
|--------------------------|---------------------------|
| A favorable reception.   | The school encreases.     |
| Avoid extreams.          | We must be studeous.      |
| Never decieve.           | Enquire before you re-    |
| Knowledge enlarges the   | solve.                    |
| mind.                    | Be not affraid to do what |
| To acquire it is a great | is right.                 |
| priviledge.              |                           |

---

## PART II.

### EXERCISES IN PARSING.

#### CHAP. I.

#### EXERCISES IN PARSING, AS IT RESPECTS ETYMOLOGY ALONE.

##### SECT 1.

#### *Etymological Parsing Table.*

WHAT part of speech ?

1. *An article.* What kind ? Why ?
2. *A substantive.* Common or proper ? What Gender ? Number ? Case ? Why ?
3. *An adjective.* What degree of comparison ? To what does it belong ? Why an adjective ?
4. *A pronoun.* What kind ? Person ? Gender ? Number ? Case ? Why ?
5. *A verb.* What kind ? Mood ? Tense ? Number ? Person ? Why ? If a participle, Why ? Active or passive ?
6. *An adverb.* Why is it an adverb ?
7. *A preposition.* Why a preposition ?
8. *A conjunction.* Why ?
9. *An interjection.* Why ?

## SECT. II.

*Specimen of Etymological Parsing.*

Hope animates us.

*Hope* is a common substantive, of the neuter gender, third person, in the singular number, and the nominative case. (*Decline the substantive.*) *Animates* is a regular verb active, indicative mood, present tense, third person singular. (*Repeat the present tense, the imperfect tense, and the perfect participle ; and sometimes conjugate the verb entirely.*) *Us* is a personal pronoun, first person plural, and in the objective case. (*Decline the pronoun.*)

A peaceful mind is virtue's reward.

*A* is the indefinite article. *Peaceful* is an adjective. (*Repeat the degrees of comparison.*) *Mind* is a common substantive, of the neuter gender, the third person, in the singular number, and the nominative case. (*Decline the substantive.*) *Is* is an irregular verb neuter, indicative mood, present tense, and third person singular. (*Repeat the present tense, the imperfect tense, and the participle ; and occasionally conjugate the verb entirely.*) *Virtue's* is a common substantive, of the third person, in the singular number, and the possessive case. (*Decline the substantive.*) *Reward* is a common substantive, of the third person, in the singular number, and the nominative case.

## SECT. III.

*Article and Substantive.*

A bush  
A tree  
A flower  
An apple

An orange  
An almond  
A hood  
A house

H

|                        |                   |
|------------------------|-------------------|
| A hunter               | Parchment         |
| An hour                | The pens          |
| An honour              | A disposition     |
| An hostler             | Benevolence       |
| The garden             | An oversight      |
| The fields             | A design          |
| The rainbow            | The governess     |
| The clouds             | An ornament       |
| The scholars' duty     | The girls' school |
| The horizon            | Depravity         |
| Virtue                 | The constitution  |
| The vices              | The laws          |
| Temperance             | Beauty            |
| A variety              | A consumption     |
| George                 | Africa            |
| The Rhine              | The continent     |
| A grammar              | Roundness         |
| Mathematicks           | A declivity       |
| The elements           | Blackness         |
| An earthquake          | An inclination    |
| The King's prerogative | The undertaking   |
| A prince               | Penelope          |
| A rivulet              | Constancy         |
| The Humber             | An entertainment  |
| Gregory                | A fever           |
| The pope               | The stars         |
| An abbess              | A comet           |
| An owl                 | A miracle         |
| A building             | A prophecy        |
| The Grocers' Company   | An elevation      |
| Europe                 | The conqueror     |
| The sciences           | An Alexander      |
| Yorkshire              | Wisdom            |
| The planets            | America           |
| The sun                | The Cæsars        |
| A volume               | The Thames        |

|             |           |
|-------------|-----------|
| A river     | An idea   |
| The shadows | A whim    |
| A vacancy   | Something |
| The hollow  | Nothing   |

## SECT. IV.

*Article, Adjective, and Substantive.*

|                       |                        |
|-----------------------|------------------------|
| A good heart          | A severe winter        |
| A wise head           | A useless drone        |
| A strong body         | The industrious bees   |
| Shady trees           | Harmless doves         |
| A fragrant flower     | The careless ostrich   |
| The verdant fields    | The dutiful stork      |
| A peaceful mind       | The spacious firmament |
| Composed thoughts     | Cooling breezes        |
| A serene aspect       | A woman amiable        |
| An affable deportment | A dignified character  |
| The whistling winds   | A pleasing address     |
| A boisterous sea      | An open countenance    |
| The howling tempest   | A convenient mansion   |
| An obedient son       | Warm clothing          |
| A diligent scholar    | A temperate climate    |
| A happy parent        | Wholesome aliment      |
| The candid reasoner   | An affectionate parent |
| Fair proposals        | A free government      |
| A mutual agreement    | The diligent farmer    |
| A plain narrative     | A fruitful field       |
| An historical fiction | The crowning harvest   |
| Relentless war        | A virtuous conflict    |
| An obdurate heart     | A final reward         |
| Tempestuous passions  | Peaceful abodes        |
| A temper unhappy      | The noblest prospect   |
| A sensual mind        | A profligate life      |
| A gloomy cavern       | A miserable end        |
| Rapid streams         | Gloomy regions         |
| Unwholesome dews      | The babbling brook     |

|                          |  |
|--------------------------|--|
| A limpid stream          | Sweet-scented myrtle                       |
| The devious walk         | A resolution wise, noble,<br>disinterested |
| A winding canal          | Consolation's lenient hand                 |
| The serpentine river     | A better world                             |
| A melancholy fact        | A cheerful, good old man                   |
| An interesting history   | A silver tea-urn                           |
| A happier life           | Tender-looking charity                     |
| The woodbine's fragrance | An incomprehensible sub-<br>ject           |
| A cheering prospect      | A controverted point                       |
| A harmonious sound       | The cool sequestered vale                  |
| Fruit delicious          | My brother's wife's moth-<br>er            |
| The sweetest incense     | A book of my friend's                      |
| An odorous garden        | An animating, well-found-<br>ed hope       |
| The sensitive plant      |  |
| A garden enclosed        |  |
| The ivy-mantled tower    |  |
| Virtue's fair form       |  |
| A mahogany table         |  |

## SECT. V.

*Pronoun and Verb, &c.*

|                                   |                                 |
|-----------------------------------|---------------------------------|
| I am sincere.                     | You shall submit.               |
| Thou art industrious.             | They will obey us.              |
| He is disinterested.              | Good humour shall pre-<br>vail. |
| Thou dost improve.                | We honour them.                 |
| He assisted me.                   | You encourage us.               |
| We completed our jour-<br>ney.    | They commend her.               |
| Our hopes did flatter us.         | Let him consider.               |
| They have deceived me.            | Let us improve ourselves.       |
| Your expectation has fail-<br>ed. | Know yourselves.                |
| The accident had hap-<br>pened.   | Let them advance.               |
| He had resigned himself.          | They may offend.                |
| Their fears will detect<br>them.  | I can forgive.                  |
|                                   | He might surpass them.          |
|                                   | We could overtake him.          |
|                                   | I would be happy.               |



|  |  |
|--|--|
| Ye should repent.  | I may have been deceived.                                      |
| He may have deceived me.                                     | To live well is honourable.                                    |
| They may have forgotten.                                     | To have conquered himself was his highest praise.              |
| Thou mightst have improved.                                  | They might have been honoured.                                 |
| We should have considered.                                   | To be trusted, we must be virtuous.                            |
| To see the sun is pleasant.                                  | To have been admired, availed him little.                      |
| He will have determined.                                     | Ridiculed, persecuted, despised, he maintained his principles. |
| We shall have agreed.  | Being reviled, we bless.                                       |
| Let me depart.   | Having been deserted, he became discouraged.                   |
| Do you instruct him.   | The sight being new, he startled.                              |
| Prepare your lessons.  | This uncouth figure startled him.                              |
| Promoting others' welfare, they advanced their own interest. | I have searched, I have found it.                              |
| He lives respected.  | They searched those rooms ; he was gone.                       |
| Having resigned his office, he retired.                      | The book is his ; it was mine.                                 |
| They are discouraged.  | These are yours, those are ours.                               |
| He was condemned.  | Our hearts are deceitful.                                      |
| We have been rewarded.                                       | Your conduct met their approbation.                            |
| She had been admired.  | None met who could avoid it.                                   |
| Virtue will be rewarded.                                     | His esteem is my honour.                                       |
| The person will have been executed when the pardon arrives.  |  |
| Let him be animated.   |  |
| Be you entreated.  |  |
| Let them be prepared.  |  |
| It can be enlarged.  |  |
| You may be discovered.                                       |  |
| He might be convinced.                                       |  |
| It would be caressed.  |  |

|                            |                          |
|----------------------------|--------------------------|
| Her work does her credit.  | Who can preserve him-    |
| Each must answer the       | self ?                   |
| question.                  | Whose books are these ?  |
| Every heart knows its      | Whom have we served ?    |
| own sorrows.               | Some are negligent, oth- |
| Which was his choice ?     | ers industrious.         |
| It was neither.            | One may deceive one's    |
| Hers is finished, thine is | self.                    |
| to do.                     | All have a talent to im- |
| This is what I feared.     | prove.                   |
| That is the thing which I  | Can any dispute it ?     |
| desired.                   | Such is our condition.   |

## SECT. VI.

*Adverb, Preposition, Conjunction, and Interjection.*

|                            |                              |
|----------------------------|------------------------------|
| I have seen him once,      | We are wisely and hap-       |
| perhaps twice.             | pily directed.               |
| Thirdly, and lastly, I     | He has certainly been di-    |
| shall conclude.            | ligent, and he will prob-    |
| The task is already per-   | ably succeed.                |
| formed.                    | How sweetly the birds        |
| We could not serve him     | sing !                       |
| then, but we will here-    | Why art thou so heed-        |
| after.                     | less ?                       |
| This plant is found here   | He is little attentive, nay, |
| and elsewhere.             | absolutely stupid.           |
| Only to-day is properly    | When will they arrive ?      |
| ours.                      | Where shall we stop ?        |
| They travelled through     | Mentally and bodily, we      |
| France, in haste, to-      | are curiously and won-       |
| wards Italy.               | derfully formed.             |
| From virtue to vice, the   | We in vain look for a        |
| progress is gradual.       | path between virtue          |
| We often resolve, but sel- | and vice.                    |
| dom perform.               | He lives within his in-      |
| He is much more promis-    | come.                        |
| ing now than formerly.     | The house was sold at a      |

|   |  |
|---|--|
| great price, and above its value.                                     | He is as old as his classmate, but not so learned.               |
| She came down stairs slowly, but went briskly up again.               | Charles is esteemed, because he is both discreet and benevolent. |
| By diligence and frugality, we arrive at competency.                  | We will stay till he arrives.                                    |
| We are often below our wishes, and above our desert.                  | He retires to rest soon, that he may rise early.                 |
| Some things make for him, others against him.                         | She will transgress unless she be admonished.                    |
| By this imprudence, he was plunged into new difficulties.             | If he were encouraged, he would amend.                           |
| Without the aid of charity, he supported himself with credit.         | Though he condemn me, I will respect him.                        |
| Of his talents much might be said; concerning his integrity, nothing. | Their talents are more brilliant than useful.                    |
| On all occasions, she behaved with propriety.                         | Notwithstanding his poverty, he is a wise and worthy person.     |
| We ought to be thankful, for we have received much                    | If our desires are moderate, our wants will be few.              |
| Though he is often advised, yet he does not reform.                   | Neither prosperity, nor adversity, has improved him.             |
| Reproof either softens or hardens its object.                         | He can acquire no virtue, unless he make some sacrifices.        |
| His father and mother and uncle, reside at Rome.                      | Let him that standeth, take heed lest he fall.                   |
| We must be temperate, if we would be healthy.                         | If thou wert his superior, thou shouldst not have boasted.       |
|   | He will be detected, though he deny the fact.                    |

|  |  |
|--|--|
| If he has promised, he should act accordingly.   | Ah ! the delusions of hope.  |
| O, peace ! how desirable art thou !              | Hope often amuses, but seldom satisfies us.                          |
| I have been often occupied, alas ! with trifles. | Though he is lively, yet he is not volatile.                         |
| Strange ! that we should be so infatuated.       | Hail, simplicity ! source of genuine joy.                            |
| O ! the humiliations to which vice reduces us.   | Behold ! how pleasant it is for brethren to dwell together in unity. |
| Hark ! how sweetly the woodlark sings !          | Welcome again ! my long lost friend.                                 |

## SECT. VII.

*A few instances of the same words constituting several of the parts of speech.*

|   |   |
|---|---|
| Calm was the day, and the scene delightful.   | Still waters are commonly deepest.                              |
| We may expect a calm after a storm.   | Damp air is unwholesome.  |
| To prevent passion, is easier than to calm it.  | Guilt often casts a damp over our sprightliest hours.           |
| Better is a little with content, than a great deal with anxiety.                          | Soft bodies damp the sound much more than hard ones.            |
| The gay and dissolute think little of the miseries, which are stealing softly after them. | Though she is rich and fair, yet she is not amiable.            |
| A little attention will rectify some errors.  | They are yet young, and must suspend their judgment yet awhile. |
| Though he is out of danger, he is still afraid  | Many persons are better than we suppose them to be.             |
| He laboured to still the tumult.  |   |

|   |  |
|---|--|
| The few and the many have their prepossessions.               | Every being loves its like. Behave yourselves like men.              |
| Few days pass without some clouds.                            | We are too apt to like pernicious company.                           |
| Much money is corrupting.                                     | He may go or stay as he likes.                                       |
| Think much, and speak little.                                 | They strive to learn He goes to and fro.                             |
| He has seen much of the world, and been much caressed.        | To his wisdom we owe our privilege.                                  |
| His years are more than hers ; but he has not more knowledge. | The proportion is ten to one.  |
| The more we are blessed, the more grateful we should be.      | He served them with his utmost ability.                              |
| The desire of getting more is rarely satisfied.               | When we do our utmost, no more is required.                          |
| He has equal knowledge, but inferiour judgment.               | I will submit, for submission brings peace.                          |
| She is his inferiour in sense, but his equal in prudence.     | It is for our health to be temperate.                                |
| We must make a like space between the lines.                  | O ! for better times.  |
|   | I have a regard for him.   |
|   | He is esteemed, both on his own account, and on that of his parents. |
|   | Both of them deserve praise.   |

## SECT. VIII.

*Nouns, Adjectives, and Verbs, to be declined, compared, and conjugated.*

WRITE, in the nominative case plural, the following nouns : apple, plumb, orange, bush, tree, plant, convenience, disorder, novice, beginning, defeat, protuberance.

Write the following substantives, in the nominative case plural : cry, fly, cherry, fancy, glory, duty, boy, folly, play, lily, toy, conveniency.

Write the following nouns in the possessive case singular : boy, girl, man, woman, lake, sea, church, lass, beauty, sister, bee, branch.

Write the following in the nominative case plural : loaf, sheaf, self, muff, knife, stuff, wife, staff, wolf, half, calf, shelf, life.

Write the following in the genitive case plural : brother, child, man, woman, foot, tooth, ox, mouse, goose, penny.

Write the following nouns in the nominative and possessive cases plural : wife, chief, die, staff, city, river, proof, archer, master, crutch, tooth, mouth, baker, distaff.

Write the possessive, singular and plural, of the pronouns I, thou, he, she, it, who, and other.

Write the objective cases, singular and plural, of the pronouns I, thou, he, she, it, and who.

Compare the following adjectives : fair, grave, bright, long, short, tall, white, deep, strong, poor, rich, great.

Compare the following adjectives : amiable, moderate, disinterested, favourable, grateful, studious, attentive, negligent, industrious, perplexing.

Write the following adjectives in the comparative degree : near, far, little, low, good, indifferent, bad, worthy, convenient.

Write the following adjectives in the superlative degree : feeble, bold, good, ardent, cold, bad, base, little, strong, late, near, content.

Conjugate the following verbs in the indicative mood, present tense : beat, gain, read, eat, walk, desire, interpose.

Conjugate the following verbs in the potential

mood, imperfect tense : fear, hope, dream, fly, consent, improve, controvert.

Conjugate the following verbs in the subjunctive mood, perfect tense : drive, prepare, starve, omit, indulge, demonstrate.

Conjugate the following verbs in the imperative mood : believe, depart, invent, give, abolish, contrive.

Write the following verbs in the infinitive mood, present and perfect tenses : grow, decrease, live, prosper, separate, incommode.

Write the present, perfect, and compound participles, of the following verbs : confess, disturb, please, know, begin, sit, set, eat, lie, lay.

Conjugate the following verbs, in the indicative mood, present and perfect tenses of the passive voice : honour, abase, amuse, slight, enlighten, displease, envelope, bereave.

Conjugate the following verbs, in the indicative mood, pluperfect and first future tenses : fly, contrive, know, devise, choose, come, see, go, eat, grow, bring, forsake.

Write the following verbs in the present and imperfect tenses of the potential and subjunctive moods : know, shake, heat, keep, give, blow, bestow, beseech.

Write the following verbs in the indicative mood, imperfect and second future tenses, of the passive voice : slay, draw, crown, throw, defeat, grind, hear, divert.

Write the following verbs in the second and third persons singular of all the tenses in the indicative and subjunctive moods : approve, condemn, mourn, freeze, know, arise, drive, blow, investigate.

Form the following verbs in the infinitive and

imperative moods, with their participles, all in the passive voice : embrace, draw, defeat, smite.

## SECT. IX.

*Promiscuous Exercises in Etymological Parsing.*

In your whole behaviour, be humble and obliging.

Virtue is the universal charm.

True politeness has its seat in the heart.

We should endeavour to please, rather than to shine and dazzle.

Opportunities occur daily for strengthening in ourselves the habits of virtue.

Compassion prompts us to relieve the wants of others.

A good mind is unwilling to give pain to either man or beast.

Peevishness and passion often produce, from trifles, the most serious mischiefs.

Discontent often nourishes passions, equally malignant in the cottage and in the palace.

A great proportion of human evils is created by ourselves.

A passion for revenge, has always been considered as the mark of a little and mean mind.

If greatness flatters our vanity, it multiplies our dangers.

To our own failings we are commonly blind.

The friendships of young persons, are often founded on capricious likings.

In your youthful amusements let no unfairness be found.

Engrave on your minds this sacred rule ; “ Do unto others, as you wish that they should do unto you.”

Truth and candour possess a powerful charm : they bespeak universal favour.



After the first departure from sincerity, it is seldom in our power to stop : one artifice generally leads on to another.

Temper the vivacity of youth, with a proper mixture of serious thought.

The spirit of true religion is social, kind, and cheerful.

Let no compliance with the intemperate mirth of others, ever betray you into profane sallies.

In preparing for another world, we must not neglect the duties of this life.

The maner in which we employ our present time, may decide our future happiness or misery.

Happiness does not grow up of its own accord : it is the fruit of long cultivation, and the acquisition of labour and care.

A plain understanding is often joined with great worth.

The brightest parts are sometimes found without virtue or honour.

How feeble are the attractions of the fairest form, when nothing within corresponds to them.

Piety and virtue are particularly graceful and becoming in youth.

Can we, untouched by gratitude, view that profusion of good, which the divine hand pours around us ?

There is nothing in human life more amiable and respectable, than the character of a truly humble and benevolent man.

What feelings are more uneasy and painful, than the workings of sour and angry passions ?

No man can be active in disquieting others, who does not, at the same time, disquiet himself.

A life of pleasure and dissipation is an enemy to health, fortune and character.

To correct the spirit of discontent, let us consider how little we deserve, and how much we enjoy.

As far as happiness is to be found on earth, we must look for it, not in the world, or the things of the world; but within ourselves, in our temper, and in our heart.

Though bad men attempt to turn virtue into ridicule, they honour it at the bottom of their hearts.

Of what small moment to our real happiness, are many of those injuries which draw forth our resentment!

In the moments of eager contention, every thing is magnified and distorted in its appearance.

Multitudes in the most obscure stations, are not less eager in their petty broils, nor less tormented by their passions, than if princely honours were the prize for which they contended.

The smooth stream, the serene atmosphere, the mild zephyr, are the proper emblems of a gentle temper, and a peaceful life. Among the sons of strife, all is loud and tempestuous.

---

## CHAP. II.

### EXERCISES IN PARSING, AS IT RESPECTS BOTH ETYMOLOGY AND SYNTAX.

#### SECT. I.

#### *Syntactical Parsing Table.*

- Article.* Why is it the definite article?  
 Why the indefinite?  
 Why omitted? Why repeated?
- Substantive.* Why is it in the possessive case?  
 Why in the objective case?  
 Why in apposition?  
 Why is the apostrophick s omitted?

- Adjective.* What is its substantive ?  
 Why in the singular, why in the plural number ?  
 Why in the comparative degree, &c. ?  
 Why placed after its substantive ?  
 Why omitted ? Why repeated ?
- Pronoun.* What is its antecedent ?  
 Why is it in the singular, why in the plural number ?  
 Why of the masculine, why of the feminine, why of the neuter gender ?  
 Why of the first, of the second, or of the third person ?  
 Why is it in the nominative case ?  
 Why the possessive ? Why the objective ?  
 Why omitted ? Why repeated ?
- Verb.* What is its nominative case ?  
 What case does it govern ?  
 Why is it in the singular ? Why in the plural number ?  
 Why in the first person, &c. ?  
 Why is it in the infinitive mood ?  
 Why in the subjunctive, &c. ?  
 Why in this particular tense ?  
 What relation has it to another verb, in point of time ?  
 Why do participles sometimes govern the objective case ?  
 Why is the verb omitted ? Why repeated ?
- Adverb.* What is its proper situation ?  
 Why is the double negative used ?  
 Why rejected ?
- Preposition.* What does it govern ?  
 Which is the word governed ?  
 Why this preposition ?

Why omitted? Why repeated?

*Conjunction.* What moods, tenses, or cases, does it connect? And why? What mood does it require? Why omitted? Why repeated?

*Interjection.* Why does the nominative case follow it? Why the objective? Why omitted? why repeated?

SECT. II.

*Specimen of Syntactical Parsing.*

Vice degrades us.

*Vice* is a common substantive, of the neuter gender, the third person, in the singular number, and the nominative case. *Degrades* is a regular verb active, indicative mood, present tense, third person singular, agreeing with its nominative "vice," according to RULE I. which says; (here repeat the rule.) *Us* is a personal pronoun, first person plural, in the objective case, and governed by the active verb "degrades," agreeably to RULE XI. which says, &c.

He who lives virtuously prepares for all events.

*He* is a personal pronoun, of the third person, singular number, and masculine gender. *Who* is a relative pronoun, which has for its antecedent, "he," with which it agrees in gender and number, according to RULE V. which says, &c. *Lives* a regular verb neuter, indicative mood, present tense, third person singular, agreeing with its nominative, "who," according to RULE VI. which says, &c. *Virtuously* is an adverb of quality. *Prepares* a regular verb neuter, indicative mood, present tense, third person singular, agreeing with its nominative, "he." *For* is a preposition. *All* is an adjective pronoun, of the indefinite kind, the plural number, and belongs to its substantive, "events," with

which it agrees according to RULE VIII. which says, &c. *Events* is a common substantive, of the neuter gender, the third person, in the plural number, and the objective case, governed by the preposition "for," according to RULE XVII. which says, &c.

If folly entice thee, reject its allurements.

*If* is a copulative conjunction. *Folly* is a common substantive of the third person, in the singular number, and the nominative case. *Entice* is a regular verb active, subjunctive mood, present tense, third person singular, and is governed by the conjunction "if," according to RULE XIX. which says, &c. *Thee* is a personal pronoun, of the second person singular, in the objective case, governed by the active verb "entice," agreeably to RULE XI. which says, &c. *Reject* is a regular active verb, imperative mood, second person singular, and agrees with its nominative case, "thou," implied. *Its* is a personal pronoun, third person, singular number, and of the neuter gender, to agree with its substantive "folly," according to RULE V. which says, &c. It is in the possessive case, governed by the noun "allurements," agreeably to RULE X. which says, &c. *Allurements* is a common substantive; of the neuter gender, the third person, in the plural number, and the objective case, governed by the verb "reject," according to rule XI. which says, &c.

#### SECT. III.

*Exercises on the first, second, third, and fourth Rules of Syntax.\**

#### RULE I.

The contented mind spreads ease and cheerfulness around it.

\* In parsing these Exercises, the pupil should repeat the respective rule of syntax, and show that it applies to the sentence which he is parsing.

The school of experience teaches many useful lessons.

In the path of life are many thorns, as well as flowers.

Thou shouldst do justice to all men, even to enemies.

RULE II.

Vanity and presumption ruin many a promising youth.

Food, clothing, and credit, are the rewards of industry.

He and William live together in great harmony.

RULE III.

No age, nor condition, is exempt from trouble.

Wealth, or virtue, or any valuable acquisition, is not attainable by idle wishes.

RULE IV.

The British nation is great and generous.

The company is assembled. It is composed of persons possessing very different sentiments.

A herd of cattle, peacefully grazing, affords a pleasing sight.

SECT. IV.

*Exercises on the fifth, sixth, seventh, and eighth Rules of Syntax.*

RULE V.

The man, who is faithfully attached to religion, may be relied on with confidence.

The vices which we should especially avoid, are those which most easily beset us.

RULE VI.

They who are born in high stations, are not always happy.

Our parents and teachers are the persons whom we ought, in a particular manner, to respect.

If our friend is in trouble, we, whom he knows and loves, may console him.

## RULE VII.

Thou art the man who has improved his privileges, and who will reap the reward.

I am the person, who owns a fault committed, and who disdains to conceal it by falsehood.

## ● RULE VIII.

That sort of pleasure weakens and debases the mind.

Even in these times, there are many persons, who, from disinterested motives, are solicitous to promote the happiness of others.

## SECT. V.

*Exercises on the ninth, tenth, eleventh, and twelfth Rules of Syntax.*

## RULE IX.

The restless, discontented person, is not a good friend, a good neighbour, or a good subject.

The young, the healthy, and the prosperous, should not presume on their advantages.

## ● RULE X.

The scholar's diligence will secure the tutor's approbation.

The good parent's greatest joy, is, to see his children wise and virtuous.

## RULE XI.

Wisdom and virtue ennoble us. Vice and folly debase us.

Whom can we so justly love, as them who have endeavoured to make us wise and happy ?

## RULE XII.

When a person has nothing to do, he is almost always tempted to do wrong.

We need not urge Charles to do good : he loves to do it.

We dare not leave our studies without permission.

## SECT. VI.

*Exercises on the thirteenth, fourteenth, fifteenth, sixteenth, and seventeenth Rules of Syntax.*

## RULE XIII.

The business is, at last, completed ; but long ago, I intended to do it.

I expected to see the king, before he left Windsor.

The misfortune did happen ; but we early hoped and endeavoured to prevent it.

To have been censured by so judicious a friend, would have greatly discouraged me.

## RULE XIV.

Having early disgraced himself, he became mean and dispirited.

Knowing him to be my superiour, I cheerfully submitted.

## RULE XV.

We should always prepare for the worst, and hope for the best.

A young man, so learned and virtuous, promises to be a very useful member of society.

When our virtuous friends die, they are not lost forever ; they are only gone before us to a happier world.

## RULE XVI.

Neither threatenings, nor any promises, could make him violate the truth.

Charles is not insincere ; and therefore we may trust him.

## RULE XVII.

From whom was that information received ?

To whom do that house, and those fine gardens, belong ?



## SECT. VII.

*Exercises on the eighteenth, nineteenth, twentieth, twenty-first, and twenty-second Rules of Syntax.*

## RULE XVIII.

He and I commenced our studies at the same time.

If we contend about trifles, and violently maintain our opinion, we shall gain but few friends.

## RULE XIX.

Though James and myself are rivals, we do not cease to be friends.

If Charles acquire knowledge, good manners, and virtue, he will secure esteem.

William is respected, because he is upright and obliging.

## RULE XX.

These persons are abundantly more oppressed than we are.

Though I am not so good a scholar as he is, I am perhaps not less attentive than he, to study.

## RULE XXI.

Charles was a man of knowledge, learning, politeness, and religion.

In our travels, we saw much to approve, and much to condemn.

## RULE XXII.

The book is improved by many useful corrections, alterations, and additions.

She is more talkative and lively than her brother, but not so well informed, nor so uniformly cheerful.

## SECT. VIII.

*Promiscuous Exercises in Syntactical Parsing.*

## PROSE.

DISSIMULATION in youth, is the forerunner of perfidy in old age. Its first appearance, is the fatal omen of growing depravity, and future shame.

If we possess not the power of self-government, we shall be the prey of every loose inclination that chances to arise. Pampered by continual indulgence, all our passions will become mutinous and headstrong: Desire, not reason, will be the ruling principle of our conduct.

Absurdly we spend our time in contending about the trifles of a day, while we ought to be preparing for a higher existence.

How little do they know of the true happiness of life, who are strangers to that intercourse of good offices and kind affections, which, by a pleasing charm, attaches men to one another, and circulates rational enjoyment from heart to heart.

If we view ourselves, with all our imperfections and failings, in a just light, we shall rather be surprised at our enjoying so many good things, than discontented, because there are any which we want.

True cheerfulness makes a man happy in himself, and promotes the happiness of all around him. It is the clear and calm sunshine of a mind illuminated by piety and virtue.

Wherever views of interest, and prospects of return, mingle with the feelings of affection, sensibility acts an imperfect part, and entitles us to small share of commendation.

Let not your expectations from the years that are to come, rise too high; and your disappointments will be fewer, and more easily supported.

To live long ought not to be our favourite wish, so much as to live well. By continuing too long on earth, we might only live to witness a greater number of melancholy scenes, and to expose ourselves to a wider compass of human wo.

How many pass away some of the most valuable years of their lives, tost in a whirlpool of what can-

not be called pleasure, so much of mere giddiness and folly.

Look round you with attentive eye, and weigh characters well, before you connect yourselves too closely with any who court your society.

The true honour of man consists not in the multitude of riches, or the elevation of rank ; for experience shows, that these may be possessed by the worthless as well as by the deserving.

Beauty of form has often betrayed its possessor. The flower is easily blasted. It is snort-lived at the best ; and trifling, at any rate, in comparison with the higher, and more lasting beauties of the mind.

A contented temper opens a clear sky, and brightens every object around us. It is in the sullen and dark shade of discontent, that noxious passions, like venomous animals, breed and prey upon the heart.

Thousands whom indolence has sunk into contemptible obscurity, might have come forward to usefulness and honour, if idleness had not frustrated the effect of all their powers.

Sloth is the slowly-flowing putrid stream, which stagnates in the marsh, breeds venomous animals, and poisonous plants ; and infects with pestilential vapours the whole country around it.

Disappointments derange, and overcome, vulgar minds. The patient and the wise, by a proper improvement, frequently make them contribute to their high advantage.

Whatever fortune may rob us of, it cannot take away what is most valuable, the peace of a good conscience, and the cheering prospect of a happy conclusion to all the trials of life, in a better world.

Be not overcome by the injuries you meet with, so as to pursue revenge ; by the disasters of life,

so as to sink into despair ; by the evil examples of the world, so as to follow them into sin. Overcome injuries, by forgiveness : disasters, by fortitude ; evil examples, by firmness of principle.

Sobriety of mind is one of those virtues, which the present condition of human life strongly inculcates. The uncertainty of its enjoyments, checks presumption ; -demands perpetual caution. Moderation, vigilance, and self-government, are duties incumbent on all ; but especially on such as are beginning the journey of life.

The charms and comforts of virtue are inexpressible ; and can only be justly conceived by those who possess her. The consciousness of Divine approbation and support, and the steady hope of future happiness, communicate a peace and joy, to which all the delights of the world bear no resemblance.

If we knew how much the pleasures of this life deceive and betray their unhappy votaries ; and reflected on the disappointments in pursuit, the dissatisfaction in enjoyment, or the uncertainty of possession, which every where attend them ; we should cease to be enamoured with these brittle and transient joys : and should wisely fix our hearts on those virtuous attainments, which the world can neither give nor take away.

#### VERSE.

Order is Heav'n's first law ; and this confess,  
Some are, and must be, greater than the rest,  
More rich, more wise ; but who infers from hence,  
That such are happier, shocks all common sense.

Needful austerities our wills restrain ;  
As thorns fence in the tender plant from harm.

Reason's whole pleasure, all the joys of sense,  
Lie in three words ; health, peace, and competence !  
But health consists with temperance alone ;  
And peace, Oh, virtue ! peace is all thy own.

On earth, nought precious is obtain'd,  
 But what is painful too ;  
 By travel \* and to travel born,  
 Our sabbaths are but few.

Who noble ends by noble means obtains,  
 Or failing, smiles in exile or in chains,  
 Like good Aurelius let him reign, or bleed  
 Like Socrates, that man is great indeed.

Our hearts are fasten'd to this world,  
 By strong and endless ties ;  
 But every sorrow cuts a string,  
 And urges us to rise.

Of pining cares in rich brocades are drest,  
 And diamonds glitter on an anxious breast.

Teach me to feel another's woe,  
 To hide the fault I see ;  
 That mercy I to others show,  
 That mercy show to me.

This day be bread and peace my lot :  
 All else beneath the sun  
 Thou know'st if best bestow'd or not,  
 And let thy will be done.

Vice is a monster of so frightful mien,  
 As, to be hated, needs but to be seen :  
 Yet seen too oft, familiar with her face,  
 We first endure, then pity, then embrace.

If nothing more than purpose in thy power,  
 Thy purpose firm, is equal to the deed :  
 Who does the best his circumstance allows,  
 Does well, acts nobly ; angels could do no more.

In faith and hope the world will disagree,  
 But all mankind's concern is charity.

To be resign'd when ills betide,  
 Patient when favours are denied,  
 And pleas'd with favours given :  
 Most surely this is Wisdom's part,  
 This is that incense of the heart,  
 Whose fragrance smells to Heav'n.

All fame is foreign, but of true desert ;  
 Plays round the head, but comes not to the heart.  
 One self-approving hour whole years outweighs  
 Of stupid starers, and of loud huzzas ;

\* *The same as travail.* K

And more true joy Marcellus exil'd feels,  
Than Cæsar with a senate at his heels.

Far from the madding crowd's ignoble strife,  
Their sober wishes never learn'd to stray ;  
Along the cool sequester'd vale of life,  
They kept the noiseless tenor of their way.

What nothing earthly gives, or can destroy,  
The soul's calm sunshine, and the heartfelt joy,  
Is virtue's prize.

Pity the sorrows of a poor old man,  
Whose trembling limbs have borne him to thy door,  
Whose days are dwindled to the shortest span ;  
Oh ! give relief, and Heav'n will bless thy store.

Who lives to nature, rarely can be poor :  
Who lives to fancy, never can be rich.

When young, life's journey I began,  
The glitt'ring prospect charm'd my eyes ;  
I saw, along th' extended plain,  
Joy after joy successive rise.

But soon I found 'twas all a dream ;  
And learn'd the fond pursuit to shun,  
Where few can reach their purpos'd aim,  
And thousands daily are undone.

'Tis greatly wise to talk with our past hours ;  
And ask them what report they bore to Heav'n.

All nature is but art, unknown to thee ;  
All chance, direction which thou canst not see ;  
All discord, harmony not understood ;  
All partial evil, universal good.

Heav'n's choice is safer than our own ;  
Of ages past inquire ;  
What the most formidable fate ?  
" To have our own desire."

If ceaseless, thus, the fowls of Heav'n he feeds,  
If o'er the fields such lucid robes he spreads ;  
Will he not care for you, ye faithless, say ?  
Is he unwise ? or, are ye less than they ?

The spacious firmament on high,  
With all the blue ethereal sky,  
And spangled heav'ns, a shining frame,  
Their great Original proclaim :

Th' unwearied sun, from day to day,  
Does his Creator's power display,  
And publishes to ev'ry land,  
The work of an Almighty hand.

Soon as the evening shades prevail,  
The moon takes up the wondrous tale,  
And, nightly, to the list'ning earth,  
Repeats the story of her birth :  
Whilst all the stars that round her burn,  
And all the planets in their turn,  
Confirm the tidings as they roll,  
And spread the truth from pole to pole.

What tho', in solemn silence, all  
Move round the dark terrestrial ball !  
What tho' nor real voice nor sound,  
Amid their radiant orbs be found !  
In reason's ear they all rejoice,  
And utter forth a glorious voice ;  
For ever singing as they shine,  
" The hand that made us is Divine."

---

### PART III.

#### *EXERCISES IN SYNTAX.*

##### RULE I.

FIFTY pounds of wheat contains forty pounds of flour.

What avails the best sentiments, if persons do not live suitably to them ?

Thou should love thy neighbour, as sincerely as thou loves thyself.

##### RULE II.

Idleness and ignorance is the parent of many vices.

Patience and diligence, like faith, removes mountains.

What signifies the counsel and care of preceptors, when youth think they have no need of assistance ?

## RULE III.

Man's happiness or misery, are, in a great measure, put into his own hands.

Man is not such a machine as a clock or a watch, which move merely as they are moved.

Speaking impatiently to servants, or any thing that betrays inattention or ill humour, are certainly criminal.

## RULE IV.

The British Parliament are composed of King, Lords, and Commons.

A great number do not always argue strength.

The council was not unanimous, and it separated without coming to any determination.

## RULE V.

They which seek wisdom will certainly find her.

I do not think that any person should incur censure, for being tender of their reputation.

Thou who has been a witness of the fact, can give an account of it.

## RULE VI.

If he will not hear his best friend, who shall be sent to admonish him?

The persons who conscience and virtue support, may smile at the caprices of fortune.

From the character of those who you associate with, your own will be estimated.

## RULE VII.

Thou art the friend that has often relieved me, and that has not deserted me now in the time of peculiar need.

I perceive that thou art a pupil who possesses bright parts, but who has cultivated them but little.

## RULE VIII.

These kind of indulgences soften and injure the mind.



Instead of improving yourselves, you have been playing this two hours.

Those sort of favours did real injury, under the appearance of kindness.

## RULE IX.

The fire, the air, the earth, and the water, are four elements of the philosophers.

We are placed here under a trial of our virtue.

The profligate man is seldom or never found to be the good husband, the good father, or the beneficent neighbour.

## RULE X.

Thy ancestors virtue is not thine.

Thy fathers offence will not condemn thee.

A mothers tenderness and a fathers care, are natures gifts' for mans advantage.

A mans manner's frequently influence his fortune.

## RULE XI.

Who have I reason to love so much as this friend of my youth ?

The man who he raised from obscurity, is dead.

He and they we know, but who art thou ?

## RULE XII.

It is better live on a little, than outlive a great deal.

You ought not walk too hastily.

I have seen some young persons to conduct themselves very discreetly.

## RULE XIII.

The next new year's day, I shall be at school three years.

From the little conversation I had with him, he appeared to have been a man of letters.

It would have given me great satisfaction, to relieve him from that distressed situation.

## RULE XIV.

Esteeming themselves wise, they became fools.

Suspecting not only ye, but they also, I was studious to avoid all intercourse.

From having exposed himself too freely in different climates, he entirely lost his health.

## RULE XV.

He was pleasing not often, because he was vain.

William nobly acted, though he was unsuccessful.

We may happily live, though our possessions be small.

## RULE XVI.

Be honest, nor take no shape nor semblance of disguise.

There cannot be nothing more insignificant than vanity.

The measure is so exceptionable, that we cannot by no means permit it.

## RULE XVII.

We are all accountable creatures, each for himself.

Does that boy know who he speaks to? Who does he offer such language to?

It was not he that they were so angry with.

## RULE XVIII.

My brother and him are tolerable grammarians.

Did he not tell thee his fault, and entreated thee to forgive him?

Professing regard, and to act differently, mark a base mind.

## RULE XIX.

Though he urges me yet more earnestly, I shall not comply, unless he advances more forcible reasons.

She disapproved the measure, because it were very improper.

Though the fact be extraordinary, it certainly did happen.

## RULE XX.

The business was much better executed by his brother than he.

They are much greater gainers than me by this unexpected event.

They know how to write as well as him ; but he is a much better grammarian than them.

## RULE XXI.

These counsels were the dictates of virtue, and the dictates of true honour.

We must guard against either too great severity, or facility of manners.

Verily, there is a reward for the righteous ! There is a God that judgeth in the earth.

By these happy labours, they who sow and reap will rejoice together.

## RULE XXII.

He is more bold, and active, but not so wise and studious as his companion.

Sincerity is as valuable, and even more valuable, than knowledge.

Neither has he, nor any other persons, suspected so much dissimulation.

Several alterations and additions have been made to the work.

---

 PART IV.

## EXERCISES IN PUNCTUATION.

## COMMA.

The tutor by instruction and discipline lays the foundation of the pupil's future honour.

Self-conceit presumption and obstinacy blast the prospect of many a youth.

Deliberate slowly execute promptly.

To live soberly righteously and piously comprehends the whole of our duty.

The path of piety and virtue pursued with a firm and constant spirit will assuredly lead to happiness.

Continue my dear child to make virtue thy principal study.

Peace of mind being secured we may smile at misfortunes.

He who is a stranger to industry may possess but he cannot enjoy.

Beware of those rash and dangerous connexions which may afterwards load thee with dishonour.

SEMICOLON.

The path of truth is a plain and a safe path that of falsehood is a perplexing maze.

Modesty is one of the chief ornaments of youth and has ever been esteemed a presage of rising merit.

Heaven is the region of gentleness and friendship hell of fierceness and animosity.

COLON.

Often is the smile of gaiety assumed whilst the heart aches within though folly may laugh guilt will sting.

There is no mortal truly wise and restless at the same time wisdom is the repose of minds.

PERIOD.

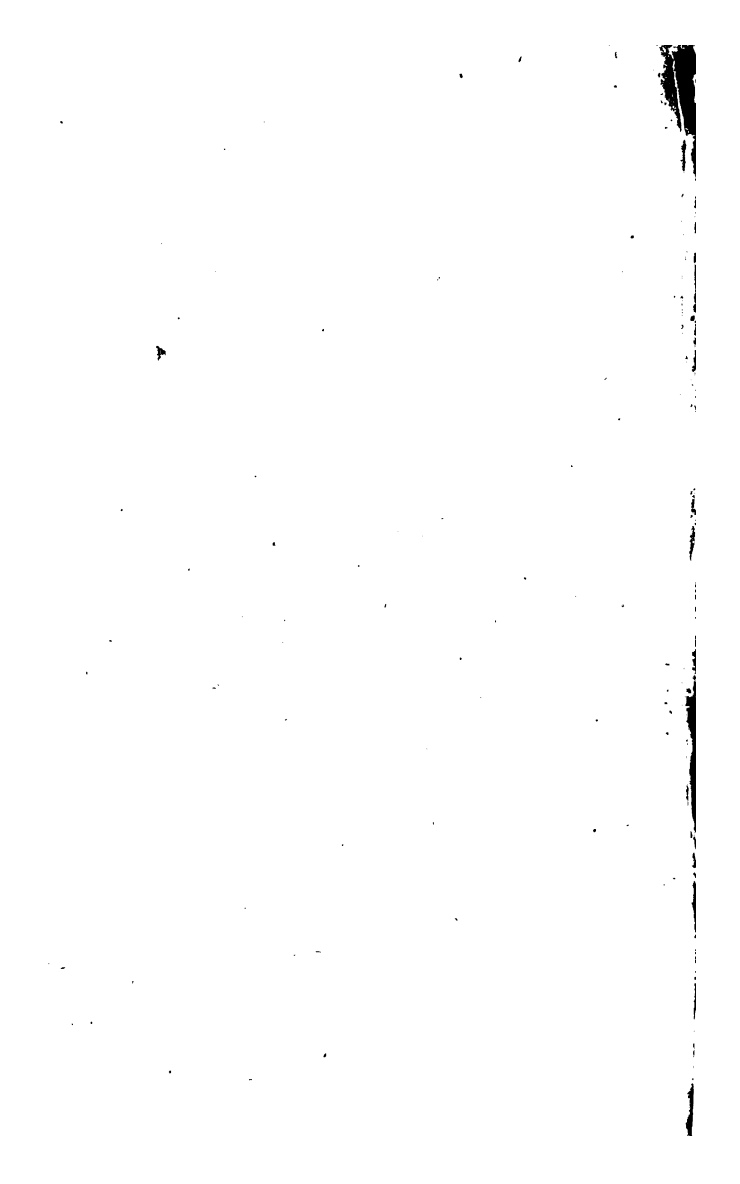
We ruin the happiness of life when we attempt to raise it too high a tolerable and comfortable state is all that we can propose to ourselves on earth peace and contentment not bliss nor transport are the full portion of man perfect joy is reserved for heaven.

INTERROGATION AND EXCLAMATION.

To lie down on the pillow after a day spent in temperance in beneficence and in piety how sweet it is.

We wait till to-morrow to be happy alas why not to-day shall we be younger are we sure we shall be healthier will our passions become feebler and our love of the world less.





1894  
The  
C

